

EDUCATION IN 1966

BEING A REPORT OF THE DEPARTMENT OF EDUCATION AND SCIENCE

Presented to Parliament by the Secretary of State for Education and Science
by Command of Her Majesty
April 1967

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REPORT OF THE DEPARTMENT OF EDUCATION AND SCIENCE

To the Queen's Most Excellent Majesty

MAY IT PLEASE YOUR MAJESTY

I submit to Your Majesty the Report on Education of the Department of Education and Science.

Secretary of State.

Herbert. Andrew.

Permanent Under-Secretary of State.

April 1967.

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PART ONE

A GENERAL SURVEY

In mid-1966 the Prime Minister told a meeting of educationalists that over the coming years the resources—human and material—to be committed to education would be on a very considerable scale. He added that, essential as the education service was in supporting the growth of the economy, the harsh fact—here and elsewhere—was that the nation could not use resources until it had created them.

The share of national resources used by the education service in the United Kingdom in the mid-sixties was 5½ per cent (including school meals and milk which account for a steady 0·3 per cent), compared with 3½ per cent of considerably smaller resources ten years earlier. Total annual expenditure over the period rose from £560 million in 1954–55 to £1,579 million in 1964–65 and £1,784 million in 1965–66. Over the ten-year period the full-time teaching force in English and Welsh maintained schools increased from 240,000 to 290,000 and nearly 2½ million places were provided in new schools. Students in further education increased by a half to reach 2¾ million. The number of students training to teach rose from 27,000 in 1954–55 to nearly 66,000 in 1964–65 and 76,500 in 1965–66. In 1965–66 the total number of students following courses of higher education in Great Britain—in universities, colleges of education, and technical colleges—was over 300,000, leaving well behind the Robbins Committee's target for that year, and in 1966–67 the target of 312,000 was substantially exceeded. Massive expansion of educational provision is already one of the incontrovertible facts of social and economic history in the sixties.

Local education authorities accounted for the greater part of the £1,784 million spent in 1965–66. Provisional figures show that (excluding school meals and milk) 55 per cent of the expenditure by local authorities in England and Wales went on salaries, wages and other expenses of employees. Another 11½ per cent was devoted to capital spending, 7 per cent to assistance to students, 9 per cent to loan charges, and 17½ per cent to premises and other overheads. Dividing the total for England and Wales (including expenditure by the Department and the University Grants Committee) by stages of education, primary and secondary education together accounted for nearly 60 per cent of total spending and further and higher education for over 30 per cent. But in the first half of the sixties expenditure on further and higher education was rising 2½ times as quickly as school expenditure, and the most rapidly expanding sector of all was the training of teachers.

The growth in the education service was not in numbers alone. At all levels a sustained effort was going forward to re-organise the system in the direction of wider opportunity—whatever the background, degree of attainment

or pattern of ability of the individual pupil or student. The Central Advisory Councils were completing their three-year inquiry into every aspect of the work of the primary schools. Local education authorities in all parts of the country were preparing schemes for secondary education along non-selective comprehensive lines. The future development of the colleges of education and the technical colleges was presaged in a number of policy documents published during the year. In the university sector, where some 185,000 full-time students were at work in forty-four centres, the important work of preparation was well forward for the quinquennium which begins in August 1967.

The growth rate in the education service has implications which were becoming increasingly clear during 1966. They were expressed at an education conference in May by Professor M. Peston in the following words: " Our ability to progress depends on education. At the same time the overall pressure on resources is growing so much faster [than the national income] that the need for our educational decision-making to become more efficient and economical is also growing ". This consideration informed a number of developments during the year: proposals to get better value for money out of school building allocations; the first report of the Committee on Technical College Resources set up by the National Advisory Council on Education for Industry and Commerce; the progress of plans to increase the productivity of colleges of education; attempts to assess the relative roles of teaching and research in the universities; and inquiries into the output and utilisation of highly qualified manpower.

The growth of the service, in quality as in quantity, has underlined the importance of a long-term strategy of development, and in the autumn the Department established a new branch to focus its various planning functions at a central point. The planning branch, which will incorporate the Department's statistical and economic staff and the oversight of educational research, will examine relationships between different elements of educational policy and attempt to develop an overall view. It should as a result become easier to choose between alternative patterns of development. The branch will be particularly concerned therefore with the quantitative implications of policy in terms of money, manpower and other scarce resources. Its immediate terms of reference will include the distribution of students of higher education between universities, colleges of education, polytechnics and other technical colleges; the educational implications of manpower studies; and a review in cost-benefit terms of provision for the 15–18 age group in schools and elsewhere.

The Supply of Teachers

At the beginning of 1966 there were 7·3 million pupils in maintained schools, 90,000 more than the previous year (and there was probably a somewhat larger increase during the year). The junior classes had 97,500 more pupils, a result of the rising birth-rate in the later fifties, but their total register was still below that for 1957 when the postwar " bulge " was passing through. The number in senior classes was slightly smaller than a year earlier, but sixth formers increased by 4,000 to a total of 173,000—an increase of two-fifths in four years.

As well as a larger number of pupils in 1966, there was also a larger teaching force, comprising 297,500 full-time and 40,500 part-time teachers, equivalent in total to 316,000 full-time teachers—an increase of 8,000 over January 1965.

There were therefore slightly more than enough teachers to maintain existing staffing standards, despite the increase of pupils on the one hand and the continued loss of young married women teachers on the other. Over the ten-year period to 1966 (taken as a whole) the primary school population fell by nearly five per cent but the teaching force increased by over three per cent with a consequent improvement in the pupil-teacher ratio from 30·5 to 28·0. Over the same period the secondary school population increased by over a third and the teaching force by over a half: so here too there was an improvement in the pupil-teacher ratio, which fell from 20·7 to 18·4.

Student numbers in colleges of education continued to increase rapidly. For the academic year 1966–67 the colleges took in over 33,000 new students, compared with about 29,000 in 1965–66 and 17,000 in 1962–63. The 1966 intake reflected the first results of the request made to colleges in July 1965 for a more productive use of their teaching facilities. There seems a good prospect that the target increase of 20 per cent by these means will be achieved.

To help ensure that there will be enough good candidates in the years immediately ahead to fill all the available places, the schools have been asked to do all that they feel they can to draw the attention of sixth formers—particularly boys—to what the colleges of education are now able to offer. In recent years they have mostly grown much bigger; they have greater resources of staff, accommodation and equipment; they provide a real opportunity for the higher education of their students in the course of giving them a sound professional training; and they are about to provide for suitably qualified students a four-year course leading to the B. Ed. degree.

The quality of training of intending teachers and their reception by the schools, both as students and as new teachers, are profoundly affected by the relations between colleges of education and schools. The importance of this relationship was indicated in a circular in December which anticipated some major problems of teaching practice and considered other fields of common concern to schools and colleges. The circular drew attention to the challenge and opportunity provided by a situation in which the great majority of schools must expect to have students with them for substantial periods during the year; a situation in which teachers in schools must play a larger part than ever before in the preparation of new members of their profession. An enhanced role for the serving teacher in relation to the supervision of teaching practice is also foreseen. There are strong arguments for lengthening to a term some at least of the periods spent by students in schools, with practice coming to be regarded as part of the school's normal life and work. The circular points out that most careful organisation of the greatly increased volume of teaching practice will be necessary and that institutes of education can appropriately bring together colleges, teachers, local education authorities and schools for the regional planning of teaching practice arrangements.

One of the most interesting developments in the last year or two has been the substantial increase in the number of mature students entering training. The number doubled between 1961–62 and 1964–65, increased further in 1965–66 to over 4,000 and will, it is hoped, continue to rise, particularly as a result of day training facilities being made more widely available through the

opening of new day colleges and the establishment of college outposts. Progress was also made with proposals to open departments of education in five leading technical colleges in September 1967 and with the arrangement of experimental courses of part-time training at colleges of education in three selected areas.

A striking enlargement is taking place in the number of part-time teachers and they are now being employed over the greater part of the country on a scale large enough for their value to be appreciated. More and more schools are learning how to make the best use of them, and it is apparent that considerable progress is being made in improving their conditions of service. The growing willingness of authorities to treat them as regular members of staff is reflected in the security of tenure they now offer to those wishing to give regular service. Progress was also made towards national salary scales and the provision of superannuation arrangements for part-time teachers.

The growth in the part-time teaching force derives of course from the increased scale of return to the profession by married women, who are also contributing substantially to the numbers of full-time teachers. Schemes like the one developed in Cumberland for a network of " return to teaching " clubs are immensely valuable in this context in maintaining links between serving teachers and former teachers who are bringing up families. A greater readiness on the part of authorities whose supply position is comparatively good, to recruit more married women in their areas, would increase the likelihood of more mobile teachers filling posts in necessitous areas. The demand for formal retraining varies, but about a fifth of local authorities provide refresher courses, which are commonly open also to graduates with no previous teaching experience. Many authorities allow returners to attend schools for periods of observation and teaching practice before entry into regular service. In two authority areas out of three there is opportunity either for retraining or observation or both.

The universities continued to be an important source of recruitment for the teaching profession. The range of career opportunities open to graduates has been tending to increase—not least in the field of postgraduate studies—and the schools cannot count on automatically retaining their share of a growing total. The need for qualified subject specialists in the schools is increasing all the time, both because of larger numbers of pupils and because of the development of sixth form work; and it will increase still further when the school-leaving age is raised in 1970 and as the re-organisation of secondary education gathers pace. For the second year running the Department carried out advertising campaigns addressed to undergraduates, designed both to correct mistaken notions about the prospects offered by a teaching career and to emphasise its worthwhileness for able young people.

Reviewing progress in the various methods of improving teacher supply (the 14-Point Plan announced at Easter 1965) the Secretary of State told the National Union of Teachers that the next 200,000 teachers were likely to be secured in the next twelve years compared with the sixteen years needed to gain the last 100,000. He expected that by Easter 1971 the shortage would be no more than 8,000, compared with the 1966 shortage of 44,000. The raising of the school leaving age to sixteen would inevitably cause an initial setback in

staffing standards, but a speedy recovery would be ensured through the heavy reinforcement which the schools would then be receiving from the greatly expanded colleges of education. The five years after that should see the recovery of all the lost ground and by 1976 there should be enough teachers for the elimination of over-size classes on present staffing standards, provided they are fairly distributed between the different parts of the educational system. Once this initial goal has been achieved, primary schools should be able still further to reduce the size of their classes.

Attention was also given during the year to the question of professional training for teachers in colleges of further education (technical teachers). In March a sub-committee of the National Advisory Council recommended that all new entrant assistant lecturers should receive training on full salary within three years (initially five) of the date of their appointment. The sub-committee pointed out that the demand for further education was increasing rapidly and that it was essential not only to maintain but to improve the quality of teaching. Less than one-third of the total teaching force in further education, and less than one-fifth of new entrants, were professionally trained.

The Secretary of State indicated that he was at one with the sub-committee on the importance of professional training but did not—at the present time of pressure on teacher supply and on available resources—feel justified in imposing a requirement which could be expected to have some effect on recruitment, and which would be bound to involve additional expenditure, in a period when the demands on the further education service were increasing rapidly. As far as resources allowed, however, he wished to encourage training on a voluntary basis by an increased emphasis on secondment (on salary) both for longer courses of the sandwich type and for shorter courses. A circular issued later in the year suggested that more emphasis should be placed on the four-term sandwich course; it also encouraged the colleges of education (technical) to develop their extra-mural activities so that courses of varying lengths, some of which might be substantial, could be conducted with the help of suitable members of staff of selected technical colleges which would act as centres.

Building Programmes

Arrangements were made in February to enable building projects for further education, teacher training and the youth service, which had been deferred in July 1965, to proceed as soon as possible. School building projects had been expressly excluded from the six-months stop and had therefore continued normally. (A revised building programme for the universities was announced at the end of 1965. It took account of the effects of deferment by authorising a higher level of starts in 1966–67 and 1967–68 than had previously been sanctioned.) No educational building programmes were affected by the deferments in public investment announced by the Prime Minister on 20th July.

To the annual meeting of the Association of Education Committees in June the Secretary of State spoke of a " field of three forces " which provided the background to building programmes: large arrears, rising standards, and limited resources. The target was to start in 1968–69 half as much again as the total of new school building actually started in 1965–66, when authorities fell short of the authorised programmes. He offered a six-point strategy for achieving this target: longer-term planning, realistic cost limits, flexibility to

allow room for manoeuvre, an improved service of technical assistance and advice, better use of industrialised building methods, and improved standards of management, organisation and efficiency. Cost limits for school building would be raised by 8½ per cent from 1st July. There would in future be a reserve from which to authorise additional projects for authorities which had made particularly good progress with earlier allocations. To encourage a fuller use of industrialised building it was suggested that this should account for 50 per cent of all work started in 1970, compared with 30 per cent in 1965–66 and 40 per cent in 1966–67. Finally it was hoped to establish a national consultancy service to exploit more fully the skill and experience available among the authorities.

The effect of increasing school building cost limits was to increase the size of building programmes to £117 million in 1966–67, £131 million in 1967–68, and £150 million in 1968–69 and in 1969–70. In announcing this the Secretary of State urged authorities to examine their practices and techniques to see if they could provide buildings for less than the new cost limits and so ensure further real economies without sacrificing essential educational standards. The period will be dominated by the need to build new school places to keep pace with the rising population and to match plans for a larger housing programme. But there is a margin over and above the need to ensure a place for every child and scope therefore for replacing and improving unsatisfactory old school premises, particularly in primary schools.

Within the total figures for major and minor building programmes in 1968–69 and 1969–70 is an allocation of £33 million a year (at the old cost limits) to cover projects which will be required for the extra numbers on school rolls resulting from the higher leaving age. It is intended to allocate a similar figure for 1970–71, with a small final instalment in 1971–72 to bring the total to over £100 million. A circular on the 1968–69 school building programme, sent out in May, announced that authorities would receive lump sum allocations for raising the age to use as they thought necessary. It was explained that the £33 million allocation for the year would be divided between authorities on the basis of estimated increases in school populations as a result of raising the age, of estimated new building requirements for this purpose, and of provision for fifth-year pupils within the ordinary building programme. Authorities were again asked to give priority to the need for more school places and at the same time to show that each secondary proposal was compatible with re-organisation on a non-selective basis. Once again there would be some margin for improvements, with priority to replace the worst primary schools.

No part of the 1967–68 building programme or of subsequent building programmes has been earmarked specifically to provide for secondary reorganisation, but the 1967–68 programme includes £28 million worth of comprehensive school projects, and other projects in this and earlier programmes are likely to have been recast where their original form was incompatible with the re-organisation pattern. Most of the £44 million worth of secondary building in the 1967–68 programme will eventually contribute in one way or another to the ultimate achievement of this reform, and there will be a further contribution from the use authorities choose to make of their minor works allocation.

It became apparent during the year that both the scale of school building programmes for the rest of the sixties, and the wider range of needs to be met, would present authorities with considerable problems. To assist them in this work the Department's development group prepared some new building bulletins. The first contained practical suggestions for extending secondary schools which were affected by the raising of the school-leaving age. *New Problems in School Design: Additions for the Fifth Form* contained sketch plans of a variety of building units using standard components—to allow the greatest economy in the use of scarce design staff and building labour. Based on the recommendations of the Newsom report, the units are intended to provide an environment suited to the near-adult status of the young people who will be using them.

Another bulletin gave advice on " middle schools ". It became apparent after the issue of circular 10/65, which asked for the preparation of plans for secondary re-organisation, that for some authorities early change-over to a comprehensive system would be facilitated by the adoption of an age of transfer other than eleven. It also appeared that some areas might be liable to raise the leaving age more easily with a change in the age of transfer and a consequent reduction in the age range of the schools catering for the extra age group. For the time being therefore, and pending the outcome of the Central Advisory Council reports, the age of transfer was left to local option, subject to a clear practical advantage in respect of re-organisation or raising the age or both. The purpose of the bulletin was to give advice on building standards for the " middle schools " that might be proposed, together with guidance on design.

In the meantime other bulletins continued to explore in depth particular aspects of secondary school design. One on drama and music analysed the possible needs for accommodation ranging from classrooms to small theatres, with many possibilities in between. Another discussed the changing role of workshop crafts, including their closer association with other subjects.

School Organisation

It was an important year for school organisation. Authorities were heavily involved in the preparation of plans for secondary re-organisation along comprehensive lines in accordance with circular 10/65. Proposals were made for legislation which would, among other things, facilitate the inclusion of voluntary schools in these plans.

At the North of England Education Conference in January the Secretary of State rehearsed the arguments underlying the move to non-selective schooling. Selection at 11-plus on a basis of measured intelligence was socially unjust, inefficient, wasteful and divisive. The environmental factors which exerted the strongest influence on measured intelligence—home and neighbourhood, size of family and parental aspirations—were all strongly linked to social class. Quite apart from any hereditary differences, the working-class boy suffered under a clear social handicap. In consequence, the stimulus that education could offer to large sections of the population was limited because of their social background at the age of eleven. Moreover the system of selection was known to produce a considerable number of wrong allocations, and once children were segregated into different schools it was hard to correct the

miscalculations. In the result the country was wasting good educational talent and discouraging a large group by the label of failure. If this could be eliminated a lot of unnecessary human misery could be avoided and there might be a sharp increase in the performance of the 75 per cent who so often fulfilled the gloomy prophecy made about them " at the cruelly early age of eleven ". Although educational re-organisation alone could not solve the problem of social division it could diminish instead of exacerbating it.

During the spring term the first of a series of fact-finding surveys and evaluative studies was launched to help local authorities, and their administrators and teachers, to carry out this reform more effectively. About three hundred heads of schools organised wholly or partly on comprehensive lines were asked to provide information about their school organisation and range of courses. The information collected by the National Foundation for Educational Research will be made available to schools and will provide an important starting point for further stages of research. Meanwhile work was started on a project centred on the University of Manchester to measure the success of different comprehensive schools in attaining their educational and social objectives. Later stages of the research are expected to involve the study of experimental forms of secondary education, and an attempt will be made to assess how far comprehensive schools are achieving their objectives.

At the end of January 1967 30 local authorities had schemes of re-organisation implemented or approved for the whole of their areas, seven authorities had schemes for parts of their areas approved and had yet to submit plans for the remainder and 82 authorities had submitted proposals which were under consideration. Only five authorities had declined to prepare a scheme. Most of the remaining 38 authorities were expected to submit their schemes within a short period. At the annual conference of the National Association of Divisional Executives for Education in September the Minister of State, Mr. E C. Redhead, expressed appreciation of the thorough and energetic manner in which the complex and difficult negotiations involved had been tackled by the local authorities, of the careful and well-informed consideration that had been given by elected members, officials, teachers, governing bodies and diocesan authorities, and of the growing interest shown by parents and other public groups as the final schemes took shape.

Emphasising the small number of authorities declining to co-operate, the Secretary of State said in October that he would reject unacceptable schemes and that if any considerable number of authorities were to stand out the Government would reserve the right to legislate. But he doubted if this situation would arise in view of the pressure of public and educational opinion and the gathering momentum of the comprehensive movement. He reaffirmed that it would be left to individual authorities to negotiate directly with the governors of direct grant schools, to see how best they could fit into local re-organisation schemes. The basis for the future of direct grant schools must be the acceptance of national policy.

In February the Secretary of State told the House of Commons that representations had been made to him jointly by the Church of England, the Roman Catholic Hierarchy and the Free Church Federal Council about the need to provide a further measure of financial help to voluntary aided schools if they

were to play their full part in forthcoming developments in primary and secondary education, including the large increase in school building programmes and co-operation in local plans for secondary re-organisation. The Government had concluded that a further measure of Exchequer help for aided and special agreement schools was justified. It was therefore proposed to increase the rate of grant on all eligible expenditure from 75 to 80 per cent, to extend the scope of the grant to cover all new aided schools and enlargements of existing schools which had not so far been eligible, and to make changes in the law relating to controlled schools. A Bill to implement these proposals passed through all its stages in the House of Commons. The response of the voluntary schools to proposals for secondary re-organisation was reported to be most encouraging and negotiations were well advanced in most areas.

School Health

School meals were the subject of two circulars during the year. The first, in January, dealt with nutritional standards and commended the report of a departmental working party which, since February 1965, had been reviewing the standards laid down ten years earlier. The wider variety of food now available, the social changes since 1955, and certain criticisms of the school dinner, had all suggested the need for some reassessment. The working party invited local authorities to say what changes in school meals they would like to see and a number suggested ways of making them more interesting and acceptable. The working party, which included medical experts and dieticians, reached similar conclusions, which the Secretary of State accepted. Broadly they indicated more and better meat less frequently served, with a fuller use of other proteins on other days; and more and improved communication between the Department and local authorities and between the latter and their kitchen staff so that advice and guidance would be more readily available. The second circular, in September, took up the theme of technical advice and inspection. It announced that H.M. Inspectors with special responsibilities for meals would be replaced by a small number of professional catering experts.

Features of school life which contribute most to the physical, mental and social well-being of pupils was discussed in an education pamphlet *Health in Education*, which called for a policy in schools for an influential and persuasive health education. There has been a marked improvement during this century in the health of very young children as a result of health education, and there is scope now for carrying the work further, especially in the preparation of pupils for physical maturity and adult personal relationships. All education, health and welfare authorities were asked by the Department or the Ministry of Health to review their services relating to handicapped children and young people; this was a sequel to the reports of the Working Party on the Handicapped School Leaver and the Carnegie U.K. Trust on Handicapped Children and their Families. The reviews are to be specially concerned with early detection and diagnosis of handicap, regular review of medical, educational and social factors, and continuing advice and support.

The biennial report on the health of the school child appeared in December. The Chief Medical Officer found the proportion of children in an unsatisfactory physical condition to be the lowest on record. As in the past, children from the better residential districts were taller and heavier than those from poor neighbourhoods, though the difference had lessened over the years. It was

still necessary to keep a careful watch on the nutrition of school children, particularly those from large families and homes with low incomes. Over the years the pattern of disease and disability in children has been changing. Diseases that once caused the deaths of many children and disabled more have been brought under control. As a result emotional and behavioural disturbances, speech and language disorders, learning difficulties, respiratory disorders, epilepsy, and physical handicaps from trauma and hereditary conditions, are the chief disabilities in children with which the school health service has to deal. Although most children were in fact healthy, about 200,000 had defects or disabilities necessitating education in special schools or classes, or at home, or treatment at child guidance or speech therapy clinics. The Chief Medical Officer reported that the number of school doctors was not keeping pace with the rising school population, and there was much need for the part-time employment of more general practitioners and of married women doctors.

School and Society

Some progress was made in reviewing the problem of education under social and economic handicaps to which the Newsom report and other surveys had drawn attention. Handicap affects children before they reach the educational system, and the work of counteracting it begins therefore in the primary schools and must be sustained at all subsequent stages up to further and higher education. So far as the schools are concerned a special group of officials, under the chairmanship of a member of the inspectorate, was set up by the Secretary of State to keep the problem under continuous review. It is part of the work of the group to draw attention to examples of particularly helpful remedial action by local education authorities and to suggest further lines of development.

The Minister of State told the annual conference of the Confederation for the Advancement of State Education in September, that it was plain from reports so far made that in some of the least favoured of our schools able and devoted staff—supported by sympathetic education officers—were already making impressive inroads on the problem. Teachers often found themselves doing what might appropriately be called welfare work and could not in fact divest themselves of a welfare function if they were to do an adequate teaching job. The implications of this—for the schools, for welfare agencies, and for those who train teachers—were discussed at a conference called by the Department earlier in the year; and the discussion was reported at length in the July issue of the Department's quarterly journal *Trends in Education*. The Minister of State drew attention at the conference to the role of parents: treated sympathetically and in language they understood, they could co-operate more easily with the schools; and the comprehensive schools would give scope to enlightened parents to take up a socially dynamic role on behalf of deprived groups.

The collection for the first time of statistics relating to immigrant children in the schools threw light on one aspect of the situation, emphasising the need for authorities to provide all possible help, particularly in facilities for the further training of teachers who have immigrant children in their classes. Several authorities arranged for newly arrived immigrant children to be referred

to a central point, where their educational needs could be assessed and arrangements made for their admission to school. In this way it was possible to relieve the pressure on schools with the highest numbers of immigrant pupils.

Academic specialists, teachers, parents, industrialists, and others at a Schools Council conference discussed the processes of social and economic change, its impact on the schools, and the schools' own contribution to it—in particular their part in helping pupils to respond to change in their own lives and to share as citizens in determining the direction which future change should take. The theme had a special relevance to the raising of the school leaving age in 1970. The conference was offered some contrasting views. Recent research, according to one account, had shown that where there were differences between schools and differences between the backgrounds of pupils it was the role of the school that was decisive; but it was also argued that secondary modern school children identified strongly with their parents against the ethos of their teachers. Curriculum planning, it was argued, should be based on the development of the mind and therefore on a subject framework; at the same time the influence of the home, industry and social affairs should come more into the school, and there should be more time for project work, discussions and tutorials.

An NUT conference brought together a considerable number of teachers and educational administrators, against the background of an exhibition of teaching aids, to discuss current developments in teaching method which appeared significant for the future of the schools. The conference, while interested in the possibilities opened up by "educational technology", was also seized of the need to appraise critically the new devices now being introduced. In this respect the conference was something of a curtain-raiser for the Nuffield Foundation project which will study ways of organising work in schools so as to make the best use of teachers' skills, of new developments in method, and of the potential of modern equipment. Over a two-year period, with help from the Schools Council in organising school trials, the investigators will be asking at which points, in which subjects, and for what purposes, are programmed learning, television and other new media likely to contribute most effectively to the learning process; how can the school timetable be arranged to realise the full potential of the media; what would appear to be the best ways of deploying staff; and what are the architectural, social and economic implications.

During 1966 teachers were themselves taking a closer look at outside employment with a view to preparing their pupils more relevantly for the transition to work and adult status. A working paper from the Schools Council described some "closer links between teachers and industry and commerce" which were being forged in several parts of the country in association with the Confederation of British Industry. The purpose, in the words of the CBI president, was to give teachers a three-week secondment in industrial and commercial concerns, so that they could get the feel of the work environment and "add more relevance to their teaching". Leicestershire was busy developing a scheme of its own in which industry was to learn about the schools while the teachers learned about factories.

Over fifty schools were taking part in a pilot project by the Schools Council to help schools to develop links between the teaching of science and practical work. Regional groups in the Midlands, Manchester, Sheffield, Bristol and

London will be feeding information to a team based on Loughborough College of Education, which will analyse the work in terms of its mathematical, scientific, engineering and creative content and feed back the results to the schools. The views of universities and of industry are being made available to the project team. Another Schools Council working paper offered for consideration a possible future pattern of sixth form work combining major and minor courses and general studies.

The Dainton enquiry into the flow of candidates in science and technology into higher education examined the swing that was thought to be occurring away from science to the arts. Its interim report in February found that there had been a steady rise in science and mathematics as subjects taken at O level but that at A level the main change in the last decade had been the growth in economics and allied subjects and in commercial, domestic and craft-based subjects. The 1964 figures issued later in the year confirmed these trends.

Over the last five years the grammar schools provided a smaller proportion of the maintained school leavers who attempted O level papers, there being a big increase in candidates from other types of school. The success rate, though predictably higher for grammar schools, was by no means discouraging for the rest. Among leavers from secondary modern (and all-age) schools in 1964–65 who had been candidates at O level, four out of ten had passed three or more O levels. The proportion was five out of ten from comprehensive schools, and six out of ten from secondary technical schools.

During the year secondary school teachers all over the country were planning and processing the new Certificate of Secondary Education examinations, and the Schools Council issued a number of further bulletins on research work designed to help teachers in the examining of particular subjects. The Council also issued a working paper describing the experimental procedure used to monitor the results of the 1965 examinations and to compare the grades awarded with the results obtained by O level candidates. The Council hoped that the report would stimulate discussion of possible ways of securing a reasonable level of inter-board comparability. From the joint GCE/CSE Committee of the Council came a report covering the whole field of " Examining at 16+ ".

It was announced in the summer that between September and Easter 1967 a survey would be made by H.M. Inspectors of educational drama in schools, youth clubs, and colleges of education; and that information about work in music would also be collected. These surveys are undertaken at the request of the Minister with special responsibility for the arts, Miss Jennie Lee. It is hoped that from them will emerge a useful indication of the strengths and weaknesses of the work and of likely trends. Provision of physical education was discussed in Building Bulletin No. 26, which suggested linking school and community resources as a means of meeting the growing demand for facilities. The contents included the space needed for movement in dance and modern gymnastics and the indoor provision that may be needed for games, athletics, contests and swimming. Later in the year Building Bulletin No. 28 discussed the planning, contribution and maintenance of school playing fields, including a section on dual use by youth and adult organisations of pitches and other facilities.

Further and Higher Education

As more pupils (and a growing proportion of each successive age-group) qualified for courses of further and higher education, measures were taken both to increase the effective use of resources in colleges and universities and to make young people better informed about the range of opportunities available to them.

With the co-operation of local education authorities the Department introduced a new service of information covering the whole field of further and higher education. The twin impulses which stimulated this development were the Alexander report on the public relations of further education (commissioned by the National Advisory Council on Education for Industry and Commerce) and a recommendation in the Robbins report on higher education. The first concluded that the Department was " in the best position to meet the need for generalised information which will tell people about the pattern of further education and where they should apply for more specific information about particular types of provision ". The second asked that the Government " should take the initiative in co-ordinating the dissemination of information about opportunities in full-time higher education as a national information service ".

Secondary schools were offered two basic documents: *Further Education for School Leavers*, to help them in advising their pupils about the many opportunities now open to them for continuing their full-time education in technical, commercial and artistic subjects or for following part-time vocational courses; and *Signposts to Higher Education*, covering advanced courses in universities, colleges of education and technical colleges, in relation to different career prospects, and suggesting where further information can be found. Virtually all local education authorities distributed *Signposts* individually to senior pupils for their own use; and maintained, direct grant and independent schools together took 280,000 copies. To keep schools up-to-date in developments in further education as they occur, and to provide a link between the schools, the colleges and industry, the Department launched also a quarterly journal *On Course*. By the end of the year a firm mailing list of over 32,000 readers had been established in industry, schools and technical colleges. Meanwhile 300,000 copies of a special leaflet for parents on technical education had been distributed by authorities via the senior forms of schools.

With the issue by the Regional Advisory Councils of *A Compendium of Advanced Courses in Technical Colleges* the trio of basic course documents was completed: the latest edition of *A Compendium of University Entrance Requirements* was issued by the Committee of Vice-Chancellors and Principals (to help schools and individual candidates to ascertain and compare the requirements for courses in particular subjects), and the Department produced and circulated to schools the latest version of *A Compendium of Teacher Training Courses*. For the first time these three documents appeared in 1966 in similar style and format.

It had become apparent in recent years—in part through pioneering work by the Advisory Centre for Education—that further specific action was needed in the late summer to help intending students to find places in advanced courses in technical colleges. Thanks to the speed with which local education authorities responded, a network of local advisory points was created and was supplied by the Department with weekly data on the vacancy position in the colleges.

The estimated number of students on courses of higher education in Great Britain in 1966 was 339,000, of whom 184,500 were in universities, 86,000 in colleges of education in England and Wales, and about 54,000 in technical colleges in England and Wales. These figures represented a further improvement over the Robbins targets. The total for 1965 was 11,000 above the target figure of 290,000 and the 1966 total 27,000 above the target of 312,000.

The Secretary of State commended to the attention of all concerned with the government of the colleges of education the report of a study group under Mr. T. R. Weaver on their future government. The general effect of the recommendations in the report would be to increase the academic responsibility of the colleges and give them more freedom to exercise it. Local education authorities, voluntary colleges, and college teachers were represented on the study group, which also consulted representatives of the universities. In a final chapter on the quality and spirit of college government the group made a strong plea for liberal and co-operative attitudes.

A report published in April referred to a very considerable reserve of resources in technical colleges and other institutions of further education. It was the first report of the committee set up by the National Advisory Council on Education for Industry and Commerce, which is studying also the use of buildings, administrative methods and procedures, and the organisation of the college year. The first report argued that an effective use of the reserve in the colleges would be invaluable in helping the colleges to meet the heavy demands resulting from the Industrial Training Act and the development of higher education within the further education system. To meet these demands and raise educational standards " everything possible must be done to ensure that no highly skilled teachers and no expensive accommodation and equipment are working below capacity because of duplication of effort ".

The committee made a number of specific recommendations to this end, and the Secretary of State in a circular announced his acceptance of revised criteria for the approval of advanced courses (for which he is responsible) and expressed the hope that authorities would adopt them also for non-advanced courses.

A month later the Government announced in the White Paper *A Plan for Polytechnics and other Colleges* proposals for the development of a distinctive sector within the further education system to complement the universities and the colleges of education as part of the national provision for higher education. These would involve the designation of a limited number of major centres, to be known as Polytechnics and developed as comprehensive academic communities catering for full-time, sandwich and part-time students at all levels of higher education. The Secretary of State intimated that—after full consultation with the Regional Advisory Councils for Further Education—he would approve a list that would be complete for about ten years; this would give the entire further education system a firm basis for development.

These proposals represent another step in the evolution of the pattern of higher education in the further education system, to which the Council for National Academic Awards (C.N.A.A.) is now making a growing contribution. The C.N.A.A. is an autonomous body established by royal charter to award degrees, comparable in standard with university degrees, to students following courses outside the universities. In its first year, on which the Council reported during 1966, it took decisions on the nature of its first degree and higher degree

patterns and established a strong structure of committees and subject boards. In July, in issuing a policy statement on the conditions for the award of higher degrees, the Council announced that 4,600 students were reading for its first degree in 36 colleges all over the country on courses in printing, computing science, ceramics, applied modern languages and business studies, as well as in the more familiar disciplines of science and engineering.

The provisional amount of the recurrent grant to be made available to the universities for the academic year 1967–68 was announced by the Secretary of State in December in order to give a firm planning base for the first year of the quinquennium beginning next August. The grant was settled at £147·5 million (compared with £133 million in 1966–67), to be allocated by the University Grants Committee between the universities. The increase over the previous year was attributable partly to the increase in students planned for next year to the Robbins target of 197,000 and partly to price increases which universities have had to absorb under the block grant arrangements since the last adjustment on this account in 1964–65. This provisional figure will be reviewed in the light of advice from the U.G.C. when they have completed their consideration of the estimates put forward by the universities for the quinquennium 1967–68 to 1971–72. The final figure will then be incorporated in the full quinquennial settlement.

During the year the U.G.C. discussed with the Committee of Vice-Chancellors and Principals the problem of how to ensure that the fullest practicable use is made of the capital plant of the universities; and the Vice-Chancellors set up a special sub-committee to organise detailed studies of particular problems, including the implications of changes in patterns of organisation and in the traditional academic calendar. The Department's economic adviser is associated with these studies. Inquiries were also being made into the division of university departmental expenditure between the cost of undergraduate teaching, the cost of postgraduate teaching, and the cost of research carried out by university staff.

A joint working party of the Department and the U.G.C. reported on the cost of non-specialised academic buildings, covering arts teaching buildings in universities, comprehensive projects at colleges of education and projects at colleges of further education consisting almost entirely of administrative, communal and non-specialised accommodation. The report recommended that expenditure limits for this type of accommodation should, in all three categories of institution, be based on the same cost limit per square foot and the same area allowances. A similar investigation was started into the costing of accommodation for science. Meanwhile a new system has been devised to finance both the initial purchase of equipment for new buildings and the renewal of equipment in existing buildings by means of annual grants assessed quinquennially.

During the summer the Department set up a Computer Board under Professor B. M. Flowers to keep under review the computing needs of universities and research councils; in the meantime provision had been made to meet the urgent needs of Edinburgh as a regional centre.

The scheme for a University of the Air—now called the Open University—was outlined in a White Paper in February. It was considered that by an imaginative use of new teaching techniques and teacher-student relationships,

an open university could be established to provide courses as rigorous and demanding as those in existing universities. Its purpose would be to contribute to the improvement of educational, cultural and professional standards by making scholarship of a high order available to all who cared to take advantage of it. The project would require peak viewing time on a national television service on five evenings a week, with repeats at various times of the day and weekend; and there would need to be local supporting facilities for further study.

After considering a report from the Association of British Correspondence Colleges and the Cleaver-Hume Group (the Gurr report) the Secretary of State intimated his willingness in principle to co-operate in an accreditation scheme for correspondence colleges by nominating the chairman and other independent members of a national accrediting body. He asked however to see the detailed scheme proposed for the establishment of the body before making his final decision.

Education and the Economy

There were important implications for the education service in a number of major reports on science and manpower policy presented during 1966. The Council for Scientific Policy argued in its report that the volume of research conducted in universities should keep pace with the growth in teaching functions and that studies should be undertaken to study the relationship between the growth of science expenditure and the deployment of the manpower available. In the report on the 1965 survey of engineers, technologists, scientists and supporting staff, presented by the Committee on Manpower Resources, education was shown to be both a producer and a consumer of highly qualified manpower. In the former context there was need for a better understanding of the reasons for specialising in engineering, technology and science, and it was important to develop mathematical education to underpin these subjects and not just to produce mathematical specialists. The hope was expressed that those concentrating on science in the sixth form should have presented to them the nature, social significance, and intellectual challenge of engineering and technology. In the role of consumer of scientific manpower, education was shown, in an accompanying report from a working group of the Committee on Manpower Parameters for Scientific Growth under Professor M. M. Swann, to have been unable to achieve employment corresponding to stated need in the schools whereas the increase in higher education had reached or exceeded the demand stated three years ago. The working group recommended that more should be done to attract graduates of high quality into the schools and further attention should be given to meeting demand, at least in part, by redeployment from other sectors.

A report on engineering training and the requirements of industry at graduate level was submitted by a working group of the Committee on Manpower Resources. In this first report the working group focussed attention on the electrical and mechanical manufacturing industries, which employ nearly one-third of Britain's qualified scientific and technological manpower. The inquiry dealt with the period between leaving university and attaining responsible professional employment, and the suggestion was made that traditional forms of training are no longer appropriate either for the needs of industry or for successfully attracting a higher proportion of the ablest graduates

into industrial employment. New methods were therefore recommended for a planned induction into industry through " matching sections " of education and training developed jointly by industry and educational institutions.

Developments in the provision of management education over the three previous years were reviewed in a report, *Management Studies in Technical Colleges*, submitted by the U.K. Advisory Council on Education for Management and commended by the Secretary of State in a circular. After surveying the rapid development of management education the Council concluded that for the time being resources were sufficient to meet demand but anticipated that the Industrial Training Boards would create additional demands which would tax all resources to the full. The Council noted the encouraging progress made in the diploma in management studies and suggested a number of ways in which the work of the colleges in the field of management education might be further developed. The colleges could supplement the diploma courses by providing new courses for those engaged in the specialist functions of management, and by continuing to offer a wide range of short courses in the various tool subjects and techniques applicable to management.

The business schools in London and Manchester became fully operational in 1965–66 in modern office blocks leased and adapted for their use; progress was made with arrangements for permanent buildings. The cost of these schools is borne jointly by the Government and the Foundation for Management Education which disburses the funds raised by industry for this purpose.

Proposals to end the isolation of agricultural education and provide its integration with the rest of further education were set out in a report by a committee of the NACEIC. The committee recommended the organisation of education and training on a sandwich basis with new ordinary and higher national diploma courses and emphasised that the technological revolution in agriculture in the last quarter century and current developments in business organisation and marketing made it essential to develop a progressive and practical system.

Educationalists became increasingly active during 1966 in arrangements to extend industrial training. From the Industrial Training Boards themselves (of which there were seventeen by the end of the year covering more than ten million workpeople) to the colleges concerned with developing integrated courses of training and further education, the education service was fully involved. All grant schemes so far provide for grant to be paid to employers who send their trainees to courses of further education: generally speaking, grants are payable in respect of all categories of trainee, whether operative, craftsman, technician, clerical and commercial, technologist or manager. In the case of attendance at degree or higher national diploma sandwich courses an employer can qualify for special grant from his training board and the Ministry of Labour if he takes students for the industrial training periods of the course.

In an administrative memorandum the Secretary of State advised local education authorities to charge a full economic fee for industrial training when carried out in technical colleges. The advice applied only to courses of practical training which would otherwise have to be carried out in industry and paid for

by employers; it did not affect the ordinary further education courses, which will continue to be provided as part of the normal education service. An article in the Department's journal *Trends in Education* discussed at length some possible consequences for the education service of the eventual setting up of some thirty Industrial Training Boards.

A booklet to stimulate interest in engineering and technology among school leavers and students, *Engineering: a Creative Career*, was published by the Department. It contained sections on nuclear, aeronautical, marine, chemical and gas engineering and on mining, and a chart showing the main full-time routes for professional engineering qualifications. The Secretary of State also launched a new magazine for sixth formers, *Project*, to convey the scope and variety of the work in engineering now opening up to able students.

PART TWO

THE YEAR'S EVENTS

SECTION I

THE SCHOOLS (ENGLAND AND WALES)

Introduction

1. All matters relating directly to the schools of England and Wales are dealt with in this section. After noting an increase in the population of maintained schools, the section reviews the supply of schools, policy for school building and the supply of teachers. Special reference is then made to progress in the organisation of secondary education on comprehensive lines and in the education of immigrants. This is followed by information concerning schools not maintained by local authorities; the work of the Schools Council in the field of the curriculum and examinations; and developments in respect of handicapped pupils, special educational treatment and special schools. The section concludes with references to a number of general matters including school health and dental services and the school meals service.

1. Maintained Schools

a. Population

Numbers

2. The total maintained school population continued to increase. In January 1966 there were 7,183,165 full-time pupils on the registers of maintained primary and secondary schools (other than nursery and special schools) in England and Wales, 91,010 more than in January 1965.

TABLE 1.—*Numbers of pupils on the registers of maintained primary and secondary schools (other than nursery and special schools)*

Year (January)	Number of Pupils (000)			
	Infants	Juniors	Seniors	Total
1964	1,735·8	2,443·2	2,854·7	7,033·7
1965	1,783·2	2,482·6	2,826·4	7,092·2
1966	1,830·1	2,536·2	2,816·9	7,183·2

3. The proportions of 15, 16 and 17 year-old pupils in maintained schools were as follows:—

TABLE 2.—*Numbers and proportions of* 15, 16 *and* 17 *year-old pupils*

Year (January)	Age 15		Age 16		Age 17	
	Number (000)	Percentage of age group	Number (000)	Percentage of age group	Number (000)	Percentage of age group
1961... ...	197·0	31·4	111·6	16·1	51·7	8·1
1962... ...	259·8	33·9	104·6	16·6	60·0	8·6
1963... ...	300·4	36·1	143·0	18·6	57·1	9·0
1964... ...	383·6	51·3	160·8	19·0	75·7	9·8
1965... ...	371·7	52·8	153·0	20·4	85·9	10·3
1966... ...	368·3	54·6	155·8	22·0	83·0	11·0

4. The total number of pupils in sixth forms increased by 4,000 to 173,000.

5. The number of pupils in senior classes of all-age schools was 9,376 (13,600 in 1965). The proportion of pupils aged 13 attending all-age schools was 0·5 per cent (0·7 in 1965).

Size of Classes

6. In January 1966 there were 236,000 junior and senior classes, of which 23·1 per cent, containing 27·8 per cent of pupils, were oversize (24·4 and 29·3 in January 1965).

b. SUPPLY OF SCHOOLS

School Building

7. During the year 429 primary and 106 secondary schools were completed. With the extra places made available by alteration or extension of existing schools these provided places for 162,000 primary and 105,000 secondary pupils. School building projects were under construction at the end of the year to provide a further 182,000 primary and 196,000 secondary school places.

8. The numbers of school places to be provided in major and minor school building projects started in recent years were as follows:—

TABLE 3.—*Places started in major and minor school building projects*

Calendar Year	Primary places	Secondary places	Total
1963	117,500	142,500	260,000
1964	104,000	105,000	209,000
1965	148,500	92,500	241,000
1966	209,500	96,500	306,000

Proposals for New Schools and Closure of Existing Schools

9. Under the provisions of Section 13 of the Education Act 1944, as amended, any proposal to provide a new county or voluntary school, or to close an existing one, must be approved by the Secretary of State.

TABLE 4.—*Proposals for new schools approved under Section 13 of the Education Act 1944, as amended*

	Primary	Secondary	Total
County	340	107	447
Voluntary:			
Church of England ...	19	2	21
Roman Catholic	51	15	66
Church in Wales	—	—	—
Methodist	—	—	—
Undenominational ...	—	—	—
Total Voluntary ...	70	17	87
Total all schools ...	410	124	534

TABLE 5.—*Schools closed under Section 13 of the Education Act 1944, as amended*

	Primary	Secondary	Total
County	75	94	169
Voluntary:			
Church of England ...	91	4	95
Roman Catholic	8	1	9
Church in Wales	11	—	11
Methodist	4	—	4
Undenominational ...	—	—	—
Total Voluntary ...	114	5	119
Total all schools ...	189	99	288

10. These schools included 122 schools in rural areas, of which 15 were secondary schools. Of the remaining 107 schools (27 of which were replaced by new schools in the same area), 29 were county, 65 Church of England, two Roman Catholic, one Methodist, and ten Church in Wales.

11. Nine voluntary schools closed on the initiative of the managers under Section 14 of the Education Act 1944.

Voluntary Schools

12. A Bill introduced in July made proposals to increase the rate of grant in respect of building work at aided and special agreement schools eligible under the current law from 75 per cent to 80 per cent and to extend the scope of grant to cover all new places at such schools. It also contained provisions relating to the enlargement of controlled primary and secondary schools and the establishment of new controlled middle schools. By the end of the year the Bill had passed through all its stages in the House of Commons and was awaiting its second reading in the House of Lords.

13. Table 6 shows voluntary school projects included in building programmes since 1945 up to and including the 1966–67 programme. In addition, it is estimated that more than 62,356 places were provided at voluntary schools by minor works.

TABLE 6.—*Voluntary school projects included in building programmes* 1945 *to* 1966–67

	Projects						Accommodation brought into use					
	Church of England (including Church in Wales)		Roman Catholic		Other voluntary bodies		Church of England (including Church in Wales)		Roman Catholic		Other voluntary bodies	
	Projects	Places	Projects	Places	Projects	Places	Projects	Places	Projects	Places	Projects	Places
Aided	429	111,435	1,057	324,563	57	11,285	248	63,220	749	225,471	61	12,335
Special Agreement	32	10,370	129	48,990	2	810	29	8,910	117	44,530	2	810
Controlled ...	228	48,055	—	—	63	9,820	180	37,525	—	—	58	8,855
TOTALS ...	689	169,860	1,186	373,553	122	21,915	457	109,655	866	270,001	121	22,000

14. Payments of grants during 1966 brought the total since 1945 to £77,423,466, of which £59,242,057 had been paid at the rate of 75 per cent authorised by the Education Act, 1959. These grants represent the amount claimed and paid up to the end of 1966 on major and minor building projects, together with grants on minor alterations and repairs.

15. 124 new loan agreements were concluded during the year for loans amounting to £2,300,842. Loan advances during the year brought the total advances to £17,577,389.

TABLE 7.—*Grants and loan advances during* 1966

	Church of England schools (including Church in Wales)		Roman Catholic schools		Other voluntary schools	
	Grants	Loan Advances	Grants	Loan Advances	Grants	Loan Advances
	£	£	£	£	£	£
Alterations and repairs at aided and special agreement schools	1,911,376	139,187	1,046,294	50,967	336,230	30,000
Transferred and substituted schools ...	1,299,052	79,075	848,650	161,870	103,519	—
Schools for displaced pupils	47,463	—	1,022,087	384,190	2,146	—
Secondary schools to match primary schools (1959 Act, Section 1(2)) ...	381,542	110,000	3,517,125	1,165,718	99,413	—
Special Agreement Schools	—	—	—	38,980	—	—
TOTALS ...	3,639,433	328,262	6,434,156	1,801,725	541,308	30,000

School Building Policy

16. The policy governing school building for the period 1967–68 to 1969–70 was set out in Circulars 10/66 and 13/66, issued in March and May respectively. The programmes for that period were to meet the need for new accommodation arising from increases in the school population and new housing; to provide, after these essential needs had been met, for the improvement or replacement of existing schools, particularly primary schools; and from 1968–69 onwards to cover also the extra building required to raise the school leaving age from 15 to 16 in the school year 1970–71. Although no capital provision was made exclusively for the purpose of secondary reorganisation, approval of new secondary projects would be contingent on their being compatible with the introduction of a non-selective system of education.

17. Circular 10/66 invited local education authorities to submit by the end of April their proposals for the second part of the 1967–68 major programme, the first part having been allocated earlier. Most of the remainder was announced in July but as an innovation a small reserve was kept back to be allocated later to authorities which had been particularly successful in starting projects programmed for earlier years. New cost limits for primary and secondary school places announced in Administrative Memorandum 13/66 raised the value of the 1967–68 major programme to £103m. Of this total about three-quarters was applied to the main task of providing places for children who would otherwise have no school to go to. The remainder was devoted to the improvement or replacement of existing unsatisfactory school accommodation.

18. Circular 13/66 invited authorities' bids by October for ordinary schools for the 1968–69 programme based on the same criteria as for 1967–68. Most of the preliminary work in settling individual programmes was completed by the end of the year. The Circular also outlined a revised programme procedure for building for raising the school leaving age which would allow authorities greater flexibility in planning this operation. In addition to the normal major and minor works programmes each authority would receive a lump sum allocation which they would be free to use for either additions to schools or new schools and for either major and minor projects. It was intended that the total capital resources for raising the leaving age should be spread over four years beginning in 1968–69.

19. In December, Circular 26/66 was issued inviting authorities to submit their proposals for the major programme for 1969–70.

c. Supply of Teachers

Qualified Teachers

20. The increase in the number of full-time qualified teachers during the year reflected the first stage of the recent expansion of the student population in colleges of education. However, the number of newly-trained teachers recruited by the schools was smaller than had been hoped. The proportion of men in the full-time teaching force has remained at 43 per cent for the last three years.

TABLE 8.—*Full-time qualified* (i) *teachers in service*

1st February ...	1957 (ii)	1963	1964	1965	1966	1967
Men...	96,151	113,823	116,840	119,696	121,804	124,405
Women	158,246	158,198	159,853	160,496	162,338	165,791
Total	254,397	272,021	276,693	280,192	284,142	290,196
Increase during previous year:						
Men		1,540	3,017	2,856	2,108	2,601
Women ...		—4,391	1,655	643	1,842	3,453
Total		—2,851	4,672	3,499	3,950	6,054

(i) including former uncertificated and supplementary teachers whose service is specially protected.

(ii) these figures include temporary teachers. At 31st March 1957 there were 292 men and 1,660 women employed as temporary teachers in maintained nursery, primary and secondary schools.

21. Figures for part-time qualified teachers are now available. At 1st February 1966* the numbers in service, with full-time equivalents in brackets, were: men 3,324 (1,574); women 26,056 (12,740); total 29,380 (14,314). The comparable figures at 1st February 1967 were: 3,377 (1,590); 29,967 (14,616); and 33,344 (16,206).

Unqualified Teachers

22. There was little change in the number of full-time temporary and occasional teachers in service during the year ended 31st January 1967. Four-fifths of these teachers were employed in primary schools.

TABLE 9.—*Full-time temporary and occasional teachers in service*

1st February	1963	1964	1965	1966	1967
Temporary teachers:					
Men	1,544	1,571	1,549	1,658	1,681
Women	2,801	2,667	2,947	3,650	3,824
Total	4,345	4,238	4,496	5,308	5,505
Occasional teachers:					
Men	142	181	168	184	188
Women	1,704	1,803	2,098	2,305	2,328
Total	1,846	1,984	2,266	2,489	2,516
TOTAL	6,191	6,222	6,762	7,797	8,021

23. At 1st February 1966* the numbers of unqualified part-time teachers in service, with full-time equivalents in brackets, were: men 966 (362); women 5,849 (2,791); total 6,815 (3,153). The comparable figures at 1st February 1967 were: 1,423 (517); 6,574 (3,069); and 7,997 (3,586).

* The numbers of qualified and unqualified teachers included in the Inner London Education Authority's part-time teaching force were estimated.

Staffing and the Distribution of Teachers

24. Staffing standards in secondary schools generally improved during the year, although shortages of teachers in certain areas, and in particular subjects, persisted. The primary schools, especially the infants schools, continued to be under pressure and one or two authorities had to limit the admission of five year-olds.

25. Recruitment from the colleges of education was lower and the level of wastage among serving teachers was higher than anticipated. As a result, the number of teachers in service at the end of the year fell short of the estimate on which the quotas for January 1967 had been based. In addition the estimated increase in the number of teachers counting against the quota during 1967 would not, it was thought, quite keep pace with the record increase of 200,000 in the school population—nearly twice the rate of growth during 1966. For these reasons the quota arrangements published on 10th January 1967, in Circular 1/67, asked all authorities to accept a reduction of 0·4 (1½ per cent) in their quota staffing standards for January 1968, as compared with the year before. It was hoped that this reduction would have the effect of strengthening the efforts of areas of persistent teacher shortage to achieve their quotas. Authorities were reminded of the need to make maximum use in this situation of their local resources of married women teachers whether full-time or part-time.

The Fourteen-point Programme

26. The fourteen-point programme announced by the Secretary of State to the annual conference of the National Union of Teachers in 1965 continued to form the basis of the Department's policies for teacher supply. The Secretary of State gave a progress report on the development of the programme to the 1966 conference at Eastbourne when he was able to point to heartening achievements, whilst recognising that much still remained to be done. Progress in implementing the proposals designed to stimulate the return of married women to teaching and to increase the opportunities in schools for part-time teaching is described in paragraphs 27–36 below. The provision of more places for the training of teachers is discussed in Section II, paragraphs 77–84.

The Return of Married Women

27. The total number of married women returning to service in the maintained schools showed a further welcome increase. The number returning to

TABLE 10.—*Married, qualified women teachers returning to service after a break of at least one year*

Year ended 1st February ...	1963	1964	1965	1966	1967
Full-time	3,407	3,273	3,435	3,441	3,400
Part-time	2,150	2,234	2,996	3,784	3,966
Total...	5,557	5,507	6,431	7,225	7,366
Graduates	756	767	888	985	1,126
Non-graduates	4,801	4,740	5,543	6,240	6,240
To primary schools	3,964	3,983	4,666	5,249	5,307
To secondary schools	1,593	1,524	1,765	1,976	2,059

part-time service was higher than ever before, and this increase off-set a slight decline in the numbers returning full-time. As in the previous four years, more than two-thirds of these teachers took employment in primary schools.

28. In August the Department sent local education authorities a report on progress in recruiting married women teachers and implementing the recommendations of Circular 6/65 for stimulating the employment of married women, particularly by encouraging the growth of opportunities for part-time service. It was hoped that authorities would compare their performance with the national pattern and find some suggestions for further progress appropriate to their local conditions.

29. The report referred to the introduction in Addendum No. 2 to Circular 8/60 of more flexible arrangements for the provision of new nursery facilities enabling married women teachers with children of nursery age to resume teaching service. Authorities were encouraged to take advantage of the invitation in the Addendum to propose arrangements of their own where they are unable to apply the schemes which it sets out in detail.

30. The report reviewed the provision of refresher courses and other special help for returning teachers (and married women graduates who have not taught before), revealing that their needs varied widely and that there was a correspondingly wide variety in the arrangements made by authorities to help them. It included a note describing some of the courses which it had been possible to offer and suggested that, at the very least, authorities should give these teachers the opportunity to visit schools as observers for a time and active encouragement to attend suitable short courses for serving teachers, or special refresher courses if it was feasible to mount them.

31. The report drew attention to the five "Return-to-Teaching Clubs" recently established by the Cumberland authority and a somewhat similar project which has been run by one institute of education for about three years. The object of these schemes is to help married women to maintain their interest in the profession and to keep abreast of developments in the schools while they are away from teaching. Arrangements of this kind also reinforce other efforts which authorities and schools make to trace and maintain contact with former teachers in their area. An article in the October issue of *Trends in Education** gave further publicity to the Cumberland project.

32. To reinforce the local efforts of authorities and schools to attract married women teachers back into service, the Department arranged publicity in national newspapers and periodicals and in a number of provincial newspapers in regions where the shortage of teachers is particularly acute. Advertisements appeared from mid-April to mid-June and over 2,000 women wrote to the Department for further information.

33. Many authorities employed posters and explanatory leaflets prepared by the Department in their local campaigns and 34 incorporated advertisements which the Department designed especially for local use. Sound broadcasts in the B.B.C. official announcements period were made at intervals throughout the national campaign and a new two-minute television film was shown in the autumn.

* H.M.S.O., quarterly, 3s. 6d. net.

Part-time Teachers

34. The number of part-time teachers again rose substantially during the year. By February 1967, 90 authorities employed part-time teachers to an extent equivalent to at least five per cent of their total teaching strength, which Circular 6/65 had asked all authorities to regard as their minimum aim. 11 authorities were over the ten per cent mark.

TABLE 11.—*Part-time teachers*(i) *in service*

1st February	1963	1964	1965	1966	1967
Total	23,575	25,737	30,772	36,195	41,441
Increase during previous year ...	4,217	2,162	5,035	5,423	5,246
Men	3,087	3,211	3,739	4,290	4,800
Women	20,488	22,526	27,033	31,905	36,641
In primary schools	10,089	11,577	14,254	17,595	20,856
In secondary schools	13,486	14,160	16,518	18,600	20,585

Full-time equivalents

1st February	1963	1964	1965	1966	1967
Men	1,427	1,474	1,697	1,935	2,107
Women	10,063	11,098	13,081	15,531	17,685
TOTAL	11,490	12,572	14,778	17,466	19,792

(i) Including qualified and unqualified teachers.

35. In Circular 6/65, the Department stressed the importance of assimilating the conditions of service of part-time teachers to those agreed for full-time teachers and asked authorities to review their practices. The response of authorities was described in the report referred to in paragraphs 28–31 above. This showed that more than four-fifths of all authorities encouraged part-time teachers to fulfil regular engagements and that part-time teachers who were willing to give regular service enjoyed reasonable security of tenure in most areas, in practice if not always formally. Some two-thirds of the authorities allowed part-time teachers paid sick leave, sometimes subject to conditions about the amount of service given. One-quarter of the authorities regularly allowed paid maternity leave, usually on similar conditions to those applied to sick pay; many of the others indicated that the question had not arisen and a number of these implied that individual applications for paid maternity leave would be sympathetically considered.

36. During the year the Burnham Primary and Secondary Committee agreed that arrangements for a national basis for calculating salaries for part-time teachers should be included in the next statutory salaries document. Progress on pension arrangements for part-time teachers is described in Section V, paragraph 27.

Graduate Teachers

37. Numbers of graduate teachers in service in 1965 and 1966 were not available when this report went to press.

38. Advertisements drawing attention to the salary scales for graduate teachers and emphasising the importance of education in a time of rapid change were issued in the spring of 1966, and the salary advertisements were resumed in the summer. A new series of advertisements appeared in national newspapers and periodicals in the autumn, emphasising the career opportunities in teaching and the scope for new ideas and for managerial skills. During 1966, the Department received about 3,250 enquiries attributable to these campaigns.

UNESCO Conference on Status of Teachers

39. Consultations have taken place with other departments and with teachers' and employers' associations on the provisions of draft international instruments on the status of teachers (see paragraph 148 of Section V).

d. The Organisation of Secondary Education

40. Circular 10/65, issued on 12th July 1965, requested local education authorities to submit plans to the Secretary of State within one year for the reorganisation of their secondary education on comprehensive lines. By July 1966, or shortly after, the majority of authorities had finished the preparation of their plans, although a number had requested extensions of time for periods of up to nine months to enable them to complete the work involved.

41. The situation at the end of January 1967 was that the following 30 authorities had schemes implemented or approved, in some cases before the issue of the Circular, for the whole of their areas.*

Anglesey	Darlington	Middlesbrough
Blackburn	Doncaster	Montgomeryshire
Blackpool	Enfield	Newcastle-upon-Tyne
Bradford	Gateshead	Newport (Mon.)
Brent	Haringey	Oldham
Bristol	Kingston-upon-Hull	Rochdale
Burnley	Leeds	Rotherham
Cardiff	Lincolnshire, Holland	Suffolk (East)
Cardiganshire	Luton	Tynemouth
Carlisle	Merioneth	Wakefield

42. Seven authorities had schemes for parts of their area approved and had yet to submit plans for the remainder:—

Barnsley
Cornwall
Coventry
Devon
Glamorgan
Inner London Education Authority
Radnorshire

* In January 1966 there were already 342 comprehensive schools in England and Wales, spread between 57 authorities and catering for 287,444 children; or approximately 10 per cent of the total maintained secondary school population, 2,816,793.

43. A further 82 authorities had submitted schemes of reorganisation, which were under consideration in the Department:—

Barking
Barrow-in-Furness
Bedfordshire
Berkshire
Bexley
Birkenhead
Bolton
Breconshire
Brighton
Burton-on-Trent
Caernarvonshire
Cambridgeshire and Isle of Ely
Carmarthenshire
Croydon
Cumberland
Denbighshire
Derby
Derbyshire
Durham
Ealing
Eastbourne
Essex
Exeter
Flintshire
Gloucester
Gloucestershire
Great Yarmouth
Grimsby
Harrow(1)
Herefordshire
Hertfordshire
Hillingdon
Hounslow
Huddersfield
Ipswich
Isle of Wight
Isles of Scilly
Kent
Kingston-upon-Thames(1)
Lancashire
Leicestershire
Lincolnshire (Lindsey)
Liverpool
Manchester
Merthyr Tydfil
Merton
Monmouthshire
Newham
Northamptonshire
Northumberland
Norwich
Nottingham
Nottinghamshire
Pembrokeshire
Preston
Reading
Redbridge
Richmond-upon-Thames(1)
St. Helens
Salford
Sheffield
Solihull
Somerset
Southampton
Southend-on-Sea
Staffordshire
Stoke-on-Trent
Sunderland
Surrey(1)
Sussex (East)
Sussex (West)
Sutton
Swansea
Wallasey
Waltham Forest
Warwickshire
West Hartlepool
Wigan
Wiltshire
York
Yorkshire (East Riding)
Yorkshire (West Riding)

44. Of these schemes fifty-one covered the whole of the authority's area, and thirty-one part only (of which twenty-two also had schemes for part of their areas approved or implemented). Five authorities—Bournemouth, Bury, Rutland, Westmorland and Worcester—had declined to prepare a scheme. Submissions had not been received from the remaining 38 authorities, though in most cases these were expected within a matter of months.

45. The majority of schemes received favoured " all through " 11–18 schools, with a minority of proposals for two-tier forms of organisation. In addition twenty-six authorities proposed a scheme which, either entirely or in some cases in part, involved a changed age of transfer from primary to secondary education—and thus the establishment of middle schools in their areas. Proposals involving the establishment of sixth form colleges or colleges for pupils of age 16 plus were received from twenty-four authorities.

46. All the schemes submitted covered county schools, but in many cases negotiations with those responsible for voluntary and direct grant schools about the future of these schools within a comprehensive framework had not been completed.

(1) These authorities were asked to reconsider their proposals.

e. Education of Immigrants

47. Statistics about immigrant pupils were collected for the first time. "Immigrant pupils" included for this purpose children born abroad who had come to this country with, or to join, parents whose country of origin was abroad, and also children born in this country to such parents who had come here as immigrants within the previous ten years. Children from Northern Ireland and Eire were excluded. The return showed that there were in January about 131,000 immigrant pupils in schools with ten or more such pupils on roll (1·8 per cent of the total school population); about 24,000 were from India, 8,000 from Pakistan and 57,000 from the West Indies. An analysis of the children's knowledge of English showed that nearly half of them presented no special problem on this account but that about a quarter either knew no English at all or needed a great deal of extra help to overcome their difficulties. The proportion of immigrants was nearly one-third higher among children aged six or under than among the older children.

48. A variety of ways of dealing with this situation were being tried in the schools, including special classes or centres which some of the children attended for a large proportion of their time, and intensive English courses to meet the particular needs of newly-arrived senior children; in one or two areas special classes were continued after school or on Saturday mornings and during holiday periods, with the strong support of the children and their parents.

49. After considering the results of the study which was commissioned in March 1965 in connection with the special problems of teaching English to immigrant children, the Schools Council set up a three-year project at the University of Leeds Institute of Education to develop, test and publish teaching materials to help the teachers of children from Asia, Africa and Southern Europe with little or no knowledge of English. Work on this project started in September.

50. Arrangements were made during the year to increase the number of one-term courses sponsored by the Department for teachers of immigrant children. By the end of the year there were also in operation four 15-month courses for immigrant teachers, to help them to reach the standards required for teaching appointments in this country. A number of authorities supplemented these arrangements by holding local courses and conferences for their teachers, sometimes in association with colleges of education; in some instances special language centres were set up to encourage the exchange of information and experience.

2. Schools Not Maintained by Local Authorities

a. Direct Grant Schools

51. In Circular 10/65 the governors of direct grant schools were asked, in consultation with local education authorities, to consider ways of maintaining and developing their traditional co-operation in the context of the reorganisation of secondary education on comprehensive lines. Consultation between authorities and governing bodies proceeded in 1966; in some cases the reorganisation schemes put forward by authorities during the year contained proposals for the involvement of direct grant schools, but in the majority of areas negotiations were not complete.

b. Independent Schools

Public Schools Commission

52. The Public Schools Commission, under the chairmanship of Sir John Newsom, first met on 23rd March, and held nine full meetings in the course of the year. Evidence was invited from a wide range of bodies having an educational, sociological or other interest in the Commission's work, and a number of informal visits were paid to public schools. Projects of research were set in train at King's College, Cambridge, and the London School of Economics. The Commission decided to make its first aim an interim report on the general principles which should govern integration.

Recognised Efficient Schools

53. Twelve additional schools were recognised as efficient under Rules 16. Recognition was withdrawn from three schools. In all, 1,524 schools were so recognised at the end of the year.

Registration of Independent Schools

54. At the end of 1966 the register of independent schools contained 1,764 finally registered schools besides those recognised as efficient. Thirty-five schools were provisionally registered, sixteen of them being new schools which had come into existence during the year. Twenty-four new schools were added to the register and the particulars of 159 schools were removed on closure or change of status. The Secretary of State served twelve notices of complaint during the year, making a total of 129 since the introduction of Part III of the Education Act 1944. In four cases the complaints related to deficiencies in premises and in five cases to inefficient or unsuitable instruction as well as to deficiencies in premises and accommodation. One of these cases, which was concerned with inefficient or unsuitable instruction and deficiencies in premises and accommodation, resulted in an appeal to an Independent Schools Tribunal, the hearing of which had not taken place by the end of the year.

55. A tribunal also met in February to hear an appeal against a notice served in 1965 concerning deficiencies in a school's instruction. The tribunal made an order requiring the matters complained of to be remedied to the satisfaction of the Secretary of State by the end of July, in default of which the school should be struck off the register. These requirements were, however, subsequently carried out by the proprietor of the school.

56. Three cases involving persons were the subject of notices of complaint during the year. A teacher considered by the Secretary of State not to be a proper person to be a teacher appealed to a tribunal which made an Order disqualifying the appellant from being a teacher in any school and striking the school off the register unless he had ceased to be headmaster and to teach in the school by the end of December. The hearing of his subsequent appeal to the High Court under Section 9 of the Tribunals and Inquiries Act 1958, had not taken place by the end of the year. The other two cases, which related to persons considered unsuitable to be, in one case, a teacher in any school and, in the other case, the proprietor of an independent school, were not settled before the end of the year.

57. During 1966 the Secretary of State dealt with thirteen cases where the time limit for satisfying his requirements made in a notice of complaint had expired. In two cases concerning inefficient or unsuitable instruction and deficiencies in premises and accommodation the proprietors closed the schools voluntarily, and in another the establishment ceased to be a school as defined in Section 114 of the Education Act 1944. In four cases the proprietors failed to satisfy the requirements of the notices of complaint and the Secretary of State made orders, in two cases striking the schools off the register, in one case disqualifying the premises from being used as a school and in the other case both disqualifying the premises and striking the school off the register. In the remaining six cases the requirements of the notices of complaint were carried out to the Secretary of State's satisfaction. He also made orders disqualifying from being the proprietors of independent schools two persons who had been the subject of notices of complaint and had not appealed.

3. The Curriculum and Examinations

a. The Schools Council for the Curriculum and Examinations

58. The Schools Council—as it is more commonly and conveniently known—completed its second year of operation during 1966. In the course of the year, further progress was made with each of the three major programmes of work set in train by the Council at its inaugural meeting: preparations for the raising of the school leaving age to 16 in 1970–71, English teaching at all school stages, and sixth form curriculum and examinations.

59. Work continued throughout the year on the various lines of enquiry and exploration related to the raising of the leaving age which were set out in the Council's Working Paper No. 2*. This included work on new curricula in science, mathematics, modern languages and the "humanities" for the secondary pupil of average or below average ability. On the Council's behalf, the Government Social Survey carried out enquiries into attitudes of parents, teachers and pupils. A conference sponsored by the Council discussed in July the educational implications of social and economic change. The experimental "introduction to industry" courses for serving teachers, reported in Working Paper No. 7†, were renewed on an extended scale in the autumn under the joint sponsorship of the Council and the Confederation of British Industry, in association with the Scottish Education Department.

60. Work also continued on various projects associated with the English programme outlined in Working Paper No. 3‡, including, for example, studies of differences in writing, reading and speaking abilities as part of the vital "research into communication" element of the programme. These are designed to locate, at crucial points in children's development, the causes of failure in communication which is thought to be responsible for much social and educational wastage in the years after school. A project for developing suitable materials and methods for teaching English to children of immigrants was also set in motion (see paragraph 49).

61. In its third major field of study, sixth form curriculum and examinations, the Council published Working Paper No. 5§ discussing the need for a new curricular structure which would better suit the requirements of the increasing number of sixth formers *not* going on to higher education, and would at the same time help to broaden the curricula of all pupils. Opinions were invited on a proposal for a "major/minor/general studies" model for sixth form curriculum, and studies to determine the practicability of this model in five separate subject areas (English, history, mathematics, modern languages and science) were carried out by the Council's subject committees. The Council also published the report‖ of a conference held in 1965 on new approaches to teaching science in sixth forms.

* *Raising the school leaving age*, H.M.S.O. 3s. 6d.

† *Closer Links between teachers and industry and commerce*, H.M.S.O. 3s. 0d.

‡ *English: a programme of research and development in English teaching*, H.M.S.O. 3s. 0d.

§ *Sixth form curriculum and examinations*, H.M.S.O. 4s. 0d.

‖ *Working Paper No. 4 Science in the Sixth Form*, H.M.S.O. 4s. 6d.

62. The joint Schools Council-Nuffield Foundation pilot projects for teaching mathematics, science and French respectively at primary schools were continued and extended. These projects involve the testing in the classroom of new materials and methods, including (in the case of French) the full use of audio-visual aids, and the provision of special training courses for teachers in the pilot schools. The development jointly with the Nuffield Foundation of new science courses up to G.C.E. " O " and "A" level also proceeded. A one-year pilot scheme for developing the teaching of applied science and technology, in which some 50 secondary schools all over the country are taking part, began during the autumn.

b. Examinations

63. The Council has a co-ordinating and advisory role in relation to the work of the G.C.E. and C.S.E. examining bodies. In particular, it is concerned with maintaining comparability of standards between boards and—since the institution of the C.S.E., Grade 1 of which implies a standard of work equivalent to at least a G.C.E. pass at ordinary level—between the two forms of examination. The results of the experimental procedure (based on teachers' forecasts and a general reference test) for comparing C.S.E. boards' results in certain subjects were published during the year as Working Paper No. 6*, and a similar experiment, modified in the light of 1965 experience, was undertaken for the 1966 examinations.

64. For the first time, all 14 regional examining boards in England and Wales conducted C.S.E. examinations in 1966, and some 141,000 pupils sat for these examinations, compared with about 66,000 in the previous year, when only nine boards held examinations. Several new additions to the Council's series of Examinations Bulletins, most of them devoted to accounts of trial C.S.E. examinations in different subjects, were published during the year, with the aim of helping teachers both to draw up syllabuses and to examine.

65. During the summer the Council published the report† of its joint G.C.E./C.S.E. committee on the relationship between the two forms of examination and invited comments from teachers, examining boards, universities and other bodies concerned. The report looked forward to the development of a common system of describing the results of both examinations, leading eventually to a common certificate. It also recommended a greater element of teacher participation in G.C.E. " O " level examinations and the diversion of a larger number of border-line pupils from G.C.E. to C.S.E. courses.

c. School Holidays and National Examinations

66. The comments received by the Department on the proposal to change G.C.E. examination dates in order to encourage the spreading of holidays throughout the summer months and ease the problem of selecting candidates for higher education courses were in the main critical and it was decided to see what the effect might be of the changes already made in the dates of the G.C.E. examinations. The majority of these examinations were virtually complete by the end of June, leaving a much longer period than formerly within which schools could fix their summer holidays.

* *The* 1965 *C.S.E. monitoring experiment*, H.M.S.O., Part I 3s. 6d.
Part II 5s. 6d.

† *Examining at* 16+, H.M.S.O. 2s. 6d.

67. The Schools Regulations 1959 were amended in December in such a way that the requirement that a school must hold a certain number of sessions in a year should apply to the calendar year instead of the school year. This has the effect of giving schools and local authorities greater freedom to change the dates of summer holidays.

4. Handicapped Pupils, Special Educational Treatment and Special Schools

68. In January 1966 there were 902 special schools with 6,527 full-time teachers, and 76,466 pupils (882, 6,271, 74,299 in 1965).

Special School Building

69. During 1966, 50 major special school building projects, including clinics, were started at a total value of £4,500,000, and projects valued at £2,700,000 were completed. At the end of the year, 71 projects valued at £6,900,000 were under construction.

70. There were 13,069 children reported to be awaiting admission to special schools in January, 1966 (13,195 in 1965); of these 9,798 were educationally subnormal and 1,199 were maladjusted (9,932 and 1,177 in 1965).

Blind Pupils

71. The numbers coming forward for places in schools for the blind confirmed the downward trend anticipated in previous annual reports. It was agreed that there should for the present be no change in the number of junior schools, but that in the near future the Bristol Royal School for the Blind should cease to provide for secondary pupils. Agreement was also reached to rebuild Henshaw's School for the Blind near Harrogate, so as to provide a modern and more compact secondary school situated where it can more effectively serve the north and north-east of the country.

Deaf and Partially Hearing Pupils

72. Discussions were held during the year with the Universities of Manchester and London on the supply and training of teachers of the deaf. The increasing diversification of the demands made upon teachers of the deaf and partially hearing in a wide variety of services poses questions which affect both initial and further training. These were discussed with the universities in addition to measures needed to improve the supply of specially qualified teachers. The Institute of Education of the University of London provided 13 extra places in their course of training for these teachers, in addition to the 20 places which it had established in 1965.

73. Reference was made in the 1964 report* to the visit made by members of H.M. Inspectorate to study language teaching in schools for the deaf in the U.S.A. Among the noteworthy features of American practice were the generous endowment of school libraries and the ample supplies of books for use in the classroom. The linguistic retardation of many deaf children is their greatest handicap, and for this reason H.M. Inspectors continue to be disappointed by the fact that many special schools for the deaf and partially hearing still lag behind their American counterparts in providing library facilities and in making adequate financial allowance for books.

* *Education in* 1964, Section I, paragraph 60.

74. In May a conference of head teachers of schools for the deaf and partially hearing was organised in Buxton by H.M. Inspectors. The conference considered particularly the subject of secondary education, and a case was advanced by many of the head teachers present for further measures of reorganisation to provide special secondary schools in addition to the improved arrangements described in last year's Report*. Resulting from the conference, proposals for a scheme of reorganisation involving schools for the deaf in Derby, Leicester and Nottingham with a view to making the Derby school into the secondary school for the area were under discussion during the latter part of the year with the local education authorities and the governing body concerned.

75. In February a new residential school for 25 deaf and partially hearing pupils who are also maladjusted was opened at Stoke Poges in Buckinghamshire. The school, which has been called *Larchmoor*, was established by the Royal National Institute for the Deaf with the assistance of an exchequer grant. It is intended mainly for severely disturbed children needing special measures of rehabilitation to enable them to return to special schools for the deaf or partially hearing. But the admissions policy will be flexible and some of the children admitted will be children who have not previously attended school or whose need is for intensive treatment in the last years of their school life.

Physically Handicapped and Delicate Pupils

76. The number of physically handicapped children in need of education in special schools is relatively small. As a result, schools for the physically handicapped have to serve wide areas, and some pupils have had to be placed in schools far away from their homes. The new school provision, agreed during the year, will enable more pupils to be educated nearer to their homes. Some of the plans included small boarding hostels, mainly for weekly boarders, attached to existing or new day schools, to serve neighbouring county areas. Plans for day schools approved and discussed during the year usually included nursery provision for young children.

77. The proportion of severely physically handicapped children in special schools continued to increase. The need to provide in the same premises a homely environment, medical facilities and teaching space capable of flexible use, within an acceptable cost, presents problems. It was agreed with the Liverpool Education Authority that these problems should be considered, in relation to their new school, by the authority's architects in conjunction with a team from Architects and Building Branch.

78. Over two-thirds of the children with severe limb deformities attributable to thalidomide reached school age by the end of the year. Over half of these (92) have been able to go to ordinary schools. Of the rest 53 are at day or boarding special schools, and 31 in hospital schools.

79. Plans of the proposed further education college for the physically handicapped have been prepared by the Coventry Education Authority in conjunction with the Department.

Educationally Sub-Normal Pupils

80. The building programme for the second part of 1967–68, 1968–69 and 1969–70 will provide about 7,500 additional special school places for educationally sub-normal children; these will bring the total number of places available to

* *Education in* 1965, Section I, paragraph 69.

over 62,300. The number of educationally sub-normal children in special schools increased from 42,517 in 1965 to 44,857 in 1966, though there was still a long waiting list at the beginning of the year (see paragraph 70).

Maladjusted Children

81. The programme to increase the number of places for maladjusted children in special schools began to come to fruition, and before the end of the year there were about one-third more places than in January 1965. Most of these were provided in sixteen new schools, of which eight were day schools.

82. With such an acceleration in the rate of growth, the need for additional training courses for teachers became more urgent. The diploma course in the Education of Maladjusted Children at the Institute of Education of the University of London had long provided advanced training for teachers wishing to specialise in this work. Plans were made in 1966 to start similar courses at the departments of education of Manchester and Birmingham Universities, and students reading for the diploma in the education of handicapped children at the University of Newcastle were offered an option to specialise in this field similar to that already available in the diploma course in special education at the University College of Swansea. Among other advanced courses for teachers of handicapped children giving particular emphasis to the education of maladjusted children are those at the Cambridge Institute of Education; Culham College; University of Durham Institute of Education; Sheffield City College of Education, and the University of Southampton Institute of Education.

83. In appropriate cases, maladjusted children, like other handicapped pupils, may be given special educational treatment elsewhere than in special schools. In January 1966 the Department knew of 108 special classes and units for maladjusted children run by local education authorities at which 909 children received part of their education while 423 children attended full-time.

84. In January 1966 however, there were about 2,100 maladjusted children sent by local education authorities to independent schools. Of this total, about 1,500 were in schools recognised as efficient, rather more than half being in schools catering wholly or mainly for maladjusted children. The remaining 560 were in schools not recognised as efficient, the specific agreement of the Department having been given under Circular 4/61. (See paragraph 88.) Maladjusted children accounted for 60 per cent of all handicapped children placed in independent schools of all kinds, and 83 per cent of all handicapped children placed in unrecognised independent schools. These rising figures indicate the readier recognition of the need of these children for help, as well as the serious shortage of places which the expansion referred to in paragraph 69 is designed to remedy.

85. The number of child guidance clinics again increased, and at the beginning of 1966 there were 344 clinics run by local education authorities (336 in 1965) of which 144 were in full-time use. The clinics in part-time use provided on average about 70 sessions each during the year. In addition, there were a relatively small number of independent clinics, and some areas where the local education authority's service was geared to the use of hospital clinics. During the year the time given both by psychiatrists and psychiatric social workers increased by almost one-fifth. There were in January 1966, the full-time equivalent of over 120 psychiatrists (101 in January 1965) and 168 psychiatric

social workers (140 in 1965). There remained, nevertheless, serious shortages, particularly in the case of psychiatric social workers, which will be extremely difficult to overcome. In recognition of this, the Department had sent a letter to all Chief Education Officers and Principal School Medical Officers in August 1965, drawing to their attention the possibility that psychiatric social workers might be deployed most effectively if they were assisted by other social workers appointed to undertake the less complex kinds of work. The Council for Training in Social Work, which the Department had consulted, believed that holders of the Certificate in Social Work could appropriately be employed in this way given adequate support and guidance from qualified psychiatric social workers. In January 1966, the full-time equivalent of 64 social workers were employed, qualified either by virtue of a university degree or diploma in social studies or by professional training in social work. There was no improvement in the recruitment of educational psychologists, the number employed being 369 (365 in 1965). Of these, the full-time equivalent of 142 were employed in child guidance clinics (151 in 1965); the figure of 172 in the school psychological service was unchanged. 54,418 pupils were known to have been treated in child guidance clinics during the year which ended on 31st December 1965, an increase of 17½ per cent over the figure for the previous year (46,303).

Psychotic Children

86. The Calouste Gulbenkian Foundation and the Department decided to finance jointly a research project to evaluate the effects of different kinds of special educational treatment for psychotic children with autistic symptoms. The project is being carried out under the supervision of Dr. Michael Rutter of the Maudsley Hospital, University of London Institute of Psychiatry, and is expected to extend over three years, including the time required for analysis of results and the preparation of a report. Children to be studied attend the independent school at Ealing, maintained by the Society for Autistic Children, the Marlborough Day Hospital, and The Lindens, a unit maintained by the Surrey local education authority at St. Ebba's Hospital, Epsom.

The Advisory Committee on Handicapped Children

87. The Committee has met on three occasions during the year and has considered a number of topics. These have included the present development of educational services for psychotic children, and a review of the existing arrangements for partially sighted children and for haemophilic boys.

Use of Independent Schools for Handicapped Pupils

88. Although good progress was made with the building programme there still remained significant shortages of special school places, in particular for educationally sub-normal and maladjusted children (see paragraph 84). In January 1966 there were in all 3,500 handicapped pupils maintained by local education authorities in independent schools. About 670 of them were in unrecognised schools, including some 540 in 25 schools which provide wholly or mainly for handicapped pupils. Exceptions to Circular 4/61 continued to be approved where it was considered that particular independent schools would provide adequate and appropriate special education for the children concerned.

89. During the year only one further school, catering wholly or mainly for handicapped pupils, was recognised as efficient (three in 1965).

Training of Teachers in Special Educational Treatment

90. The number of one-year courses for teachers of children requiring special educational treatment increased in 1966–67 to 38, providing for 522 students (34 and 415 in 1965–66).

Co-ordination of Education, Health and Welfare Services for Handicapped Children and Young People

91. A circular under this title was issued jointly with the Ministry of Health on 31st March 1966.* It asked local authorities to review their arrangements for co-ordination and report the results of these reviews. By the end of the year all but 40 authorities had sent their reports to the Departments.

* Department of Education and Science: Circular 9/66.
Ministry of Health: Circular 7/66.

5. General

a. Central Advisory Council for Education (England)

92. The Council completed their study of primary education and the transition to secondary education and submitted their Report to the Secretary of State in October. The Report was published on 10th January 1967*.

b. Nursery Education

93. The revised arrangements announced in Addendum No. 2 to Circular 8/60 dated December 1965 for the establishment of additional nursery classes became operative during the year (see the 1965 report†).

94. In April a grant of up to £3,000 a year for a maximum period of three years was offered to the National Association of Pre-School Playgroups in aid of their headquarters expenses and to help them to employ qualified advisers.

c. Licences for Children in Entertainment

95. Fifteen licences were issued in 1966 under Section 22 of the Children and Young Persons Act 1933. Six of them varied or extended licences already issued, and the remaining nine were issued after appeals against decisions of local education authorities not to issue licences.

d. The School Health Service

96. A full account of the School Health Service (of which the School Dental Service forms part) was given in the biennial report‡ of the Department's Chief Medical Officer published in December.

97. In April, the School Health Service Regulations, 1959 (S.I. 1959 No. 363) were amended§ to require that members of the professions supplementary to medicine employed by local education authorities for the School Health Service should be registered in accordance with the terms of the Professions Supplementary to Medicine Act 1960.

e. The School Dental Service

98. The number of dental officers (expressed as whole-time officers) employed by local authorities continued to increase. On 31st December 1965 there were 1,264 (1,243 in 1964).

99. The improved statistical return now required from local authorities has permitted a detailed comparison to be made both in the amount and the nature of dental treatment given to children in the different age groups. There was a fairly even distribution of clinical time spent on children in the two major age groups, 42·5 per cent of all visits being made by children between 5 and 9 years, and 47 per cent by children between 10 and 14 years. Children of 15 years and over took up 10·5 per cent of clinical time. Whilst children attended on average 2·6 times per course of treatment, a little more time was spent on the older children. The separation of the age groups within the new system

* *Children and their Primary Schools*, H.M.S.O. £1 5s. 0d.
† *Education in* 1965, Section I, paragraph 29.
‡ *The Health of the School Child*, 1964/65. December 1966, H.M.S.O. 12s. 6d.
§ The School Health Service Amending Regulations, 1966, S.I. 1966 No. 72.

brings the recording procedures of the School Dental Service in line with those of the General Dental Service.

100. In a Circular issued jointly* in December, the Secretary of State and the Minister of Health described what had been done to meet the criticisms made in the First Report of the Estimates Committee in Session 1962–63, and suggested ways in which authorities can develop and strengthen local dental services. Reproduced as an appendix to the Circular was a draft model scheme for the School Dental Service, which sets out the aims of an efficient dental service.

f. The School Meals Service

101. The autumn annual return showed that some 4,654,600 day pupils were taking school dinners at maintained schools, or 68·35 per cent of the number present (65·36 per cent in 1965 and 62·2 per cent in 1964). There were 15,481 self-contained kitchens (14,869 in 1965) and 12,403 dining rooms and centres received container meals (13,022 in 1965). There were no school meals facilities in 220 schools or departments (244 in 1965).

102. Information supplied by authorities for a day in the autumn showed that 330,271 children were taking free meals (307,942 in 1965), 7·1 per cent of those taking meals and 4·85 per cent of the total number of children present (7·06 per cent and 4·62 per cent respectively in 1965).

103. The Departmental working party on nutritional standards of the school dinner in its report published in January 1966† recommended certain changes in the school meal to make it more attractive. The working party also drew attention to the need for more and improved communication between the Department and authorities, and between authorities and kitchen staffs, and for increased opportunities for training school meals staff. The Secretary of State accepted the working party's recommendations, and informed local education authorities to that effect in Circular 3/66.

104. In August, the team of Her Majesty's Inspectors with special responsibilities for meals in maintained schools was replaced by a catering advisory team under the control of a senior catering adviser primarily concerned with technical matters relating to the production of meals and nutritional standards. This change was announced in Circular 20/66.

105. The Local Government Act 1966 received the Royal Assent in December. Under the Act, school meals and milk expenditure will no longer rank for 100 per cent exchequer grant after 31st March 1967, but authorities will receive funds for these services through the new rate support grants. Authorities will continue to have a duty to provide a school meals and milk service. The effect of the passing of the Act was discussed with local education authorities and described in Circular 25/66.

g. Milk in Schools Scheme

106. The autumn return showed 5,911,877 pupils taking milk at school (5,868,372 in 1965), or 80·2 per cent of those present at maintained schools, and 78·5 per cent of those present at non-maintained schools (81·0 and 79·8 per cent respectively in 1965).

* Department of Education and Science 23/66, Ministry of Health 22/66.
† *The Nutritional Standard of the School Dinner*, H.M.S.O. 2s. 0d.

SECTION II

FURTHER EDUCATION (ENGLAND AND WALES)

Introduction

1. This section of the report, like the preceding one, is confined to England and Wales. It deals with developments in providing education and recreation for those over school age, other than in the universities which are dealt with in the next section. In three main parts, the section deals firstly, with developments affecting the technical colleges and other establishments of further education; secondly, with teacher training in the colleges of education; and finally with adult education, public libraries, the youth service and sport.

1. Technical Education

a. Major Developments

A Plan for Polytechnics

2. In May the Government published the White Paper *A Plan for Polytechnics and Other Colleges**, which set out the proposals for the development of a distinctive sector of higher education within the further education system to complement the universities and colleges of education. The main object is to use the available resources to maximum educational and social advantage by reducing the number of centres of higher education in the further education sector and by building up strong institutions providing a broad range of disciplines at all levels of higher education.

3. The White Paper announced the Secretary of State's proposals to designate as " Polytechnics " a limited number of major centres of higher education, to be developed as comprehensive academic communities catering for full-time, sandwich and part-time students. They should be sufficiently large and strong to offer a wide variety of disciplines and to sustain an active community of staff and students; they will normally be expected to be capable of ultimate growth to at least 2,000 full-time and sandwich students together with part-time students.

4. Each Polytechnic will provide for three sets of students—full-time and sandwich students aiming at degrees and professional qualifications of degree standard; full-time and sandwich students aiming at the range of higher education qualifications below degree standard; and part-time students at both these levels. There is, however, no intention of creating a rigid pattern irrespective of traditions and individual circumstances. The White Paper made it clear that there will continue to be an important role for other colleges, particularly in specialist fields, and a continuing need in many colleges for courses of part-time higher education to meet the demands of their areas. Colleges may also continue to provide full-time courses of higher education where there are needs which cannot be met by the Polytechnics and there is adequate student support.

* Cmnd. 3006, H.M.S.O., 1s. 6d.

5. The appendix to the White Paper contains the Secretary of State's preliminary proposals for the establishment of Polytechnics (about 28 in number) over the country as a whole. As soon as the White Paper was published the Secretary of State asked the regional advisory councils for further education to consider his proposals and to send him their views. He had heard from all the councils by the middle of December and also received views from regional economic planning councils, individual local education authorities and industry.

Committee on Technical College Resources

6. The Department's reports for 1964 and 1965 referred to the appointment of the Committee under the chairmanship of Sir Harry Pilkington to suggest ways of making the most effective use of technical college resources. In February the first report of the Committee, *The Size of Classes and Approval of Further Education Courses**, was submitted to the Secretary of State by the National Advisory Council on Education for Industry and Commerce. The Committee concluded that there was a very considerable reserve of resources which could be more fully used without any educational disadvantage. They accordingly recommended, with appropriate provision for exceptions, new criteria involving larger numbers of initial enrolments before a course would be approved.

7. In Circular 11/66 of the 12th April the Secretary of State announced that he had decided to adopt the new criteria as far as the approval of advanced courses was concerned; and he asked local education authorities to adopt the Committee's proposals in discharging their responsibilities for the approval of non-advanced courses.

8. The Secretary of State also agreed with the Committee that for approval purposes no distinction could be drawn between courses hitherto regarded as " advanced " and other courses of higher education catering for students in the same age groups. After consulting the national representative bodies he made the Further Education (Local Education Authorities) Amending Regulations, 1966†, which came into force on 1st December and were issued with Administrative Memorandum 16/66 on 24th November.

Accreditation Schemes for Correspondence Colleges

9. In March 1965 the Secretary of State announced that bodies representing the main correspondence college interests had agreed to prepare for his consideration a scheme for the establishment of a national accrediting body for correspondence colleges. This announcement followed discussions arranged by Mr. James Boyden, M.P. when Joint Parliamentary Under-Secretary of State.

10. It was intended that the body, which would be financed by the colleges, would give its accreditation to any correspondence college which satisfied its standards. It was envisaged that half of the membership should be independent of correspondence college interests and that there should also be an independent chairman. The colleges were told that, if a satisfactory scheme was put forward with sufficient support, the Secretary of State would be prepared to co-operate by nominating the chairman and other independent members.

* Department of Education and Science.
† S.I. 1966/1432, H.M.S.O., 5d.

11. The Association of British Correspondence Colleges and the Cleaver-Hume Group, representing the main correspondence interests, accordingly set up a committee under the chairmanship of Dr. C. E. Gurr, the former Chief Education Officer for Middlesex, to study the matter. This Committee published its report* in May 1966 and the sponsoring colleges informed the Secretary of State that they wished to proceed with the scheme and asked whether he would co-operate on the lines proposed, which had been supported by the report.

12. After taking account of views expressed by other interested bodies, the Secretary of State announced in August that he had informed the Association and the Group that he was willing in principle to co-operate in this way but that before reaching a final decision he wished to see the scheme in the precise form in which it would be carried into effect after the necessary legal instruments had been drafted. He also made it clear that, if he decided to participate, his position would be subject to review in the light of experience.

Further Education Information Service

13. Administrative Memorandum 8/66, dated 6th June, launched an important scheme for giving advice to boys and girls wishing to pursue full-time courses of higher education who had not found places by the late summer.

14. For some years past the Advisory Centre for Education, in conjunction with the " Sunday Times ", has operated a centralised scheme with similar objectives but it was decided that this was a matter in which the Department and the local education authorities should undertake direct responsibilities and the Administrative Memorandum invited local authorities to appoint advisory officers for the purpose. The Department undertook to provide the advisory officers with lists of vacancies in degree and higher national diploma courses during August and September, when the demand for places is at its height. It was an essential feature of the scheme that while the Department was responsible for national publicity and collecting and distributing information about the position throughout the country, the local education authorities should assume the responsibility for providing a local advisory service through officers who would be able to give personal advice in the light of individual needs. While the primary purpose would be to advise on suitable courses in technical colleges, advisory officers would be able where appropriate to suggest alternatives which were better suited to the individual.

15. In all, 200 advisory officers were appointed by local education authorities and by the appropriate authorities in the Channel Islands, the Isle of Man and Northern Ireland. Of the 120 colleges offering full-time and sandwich degree and higher national diploma courses, the large majority submitted to the Department full details of their current vacancies each week from 29th July to 23rd September. The individual returns were consolidated into a weekly national vacancy list which was circulated to all advisory officers. The colleges were asked to send copies of their prospectuses to the advisory officers who

* Obtainable from either the Association of British Correspondence Colleges, Ltd., 4-7, Chiswell Street, London, E.C.1, or the Cleaver-Hume Group, Aldermaston Court, Aldermaston, Berkshire.

were also recommended to obtain a copy of *A Compendium of Advanced Courses in Technical Colleges** containing details of full-time and sandwich courses in colleges of technology, agriculture, art and commerce.

16. The arrangements were publicised in the national Sunday press, on B.B.C. sound radio and through the Department's publications. As a result of this publicity the Department received about 7,000 enquiries from members of the public. It is not known how many enquiries were dealt with by local advisory officers but the evidence available indicates that they provided a valuable and much needed service. Consideration is being given to possible improvements in the scheme in the light of the first year's experience.

b. The Industrial Training Act 1964

Industrial Training Boards

17. During the year industrial training boards were set up for the following industries: man-made fibres; carpets; knitting, lace and net; cotton and allied textiles; agriculture, horticulture and forestry; road transport; and hotel and catering. The proportions of employer, employee and education members were as follows:—

	Employer	*Employee*	*Education*
Man-made Fibres	5	5	3
Carpets	6	6	4
Knitting, Lace and Net	7	7	4
Cotton and Allied Textiles	7	7	5
Agriculture, Horticulture and Forestry	7	7	6
Road Transport	10	10	7
Hotel and Catering	8	8	5

18. Training recommendations published by boards during the year required attendance by trainees at courses of further education as part of the overall training programme, and the corresponding schemes of grant made by boards contained provisions to encourage such attendance. Where the training recommendations affected young people requiring a substantial period of training, boards made it a condition for the payment of grant to employers that the young trainees should normally be given day release (or the equivalent) during working hours to attend the course of further education associated with the training.

The Central Training Council

19. In April the Council's Committee on the Training of Training Officers issued its first report, *The Training of Training Officers—Introductory Courses*† (see paragraph 21). This was followed in September by the first report of the Commercial and Clerical Committee entitled *Training for Commerce and the Office*‡ (see paragraph 63). In addition to these two major reports, the Council also published four more in its series of memoranda§ during the year. These

* Published by the London and Home Counties Regional Advisory Council for Technological Education on behalf of the Regional Advisory Councils in England and Wales, price 7s. 6d.

† H.M.S.O., 1s. 6d.

‡ H.M.S.O., 7s. 6d.

§ Obtainable from the Ministry of Labour, 32 St. James's Square, London, S.W.1.

dealt respectively with the use of programmed instruction in industrial training, a further statement on the importance of a close association between training and further education, an assessment of the main tasks facing industrial training boards, and the selection and training of instructors (see paragraph 23). All were drawn to the attention of local education authorities and colleges and, where appropriate, the regional advisory councils and the relevant examining bodies.

The Training of Training Officers and Instructors

20. In conjunction with the Ministry of Labour, the Department continued to encourage the provision of intensive introductory courses for training officers in the technical colleges.

21. The report of the Central Training Council was commended to local education authorities and colleges in May in a circular letter from the Department. This report re-defined the aims of the introductory courses and offered advice to colleges on their content, length, form and standard. It also offered guidance on the organisation of the courses, with particular emphasis on the need for close collaboration with industry, and on student selection procedures. The report examined the question of the location and numbers of courses to be offered and recommended that approval should normally be limited to courses being run in colleges which also provide courses for the diploma in management studies.

22. At the end of the year 19 colleges were providing short introductory courses for training officers in accordance with the detailed recommendations contained in the report.

23. In August the Department sent local education authorities and colleges the Central Training Council's Memorandum No. 6 on *The Selection and Training of Instructors*. This recommended the provision in technical colleges of intensive two-week full-time and corresponding part-time courses for instructors to augment the provision made in the Ministry of Labour's Instructor Training Centres at Letchworth and Hillingdon. By the end of the year a number of colleges were providing suitable courses in response to demand from local industry.

Industrial Training in Technical Colleges

24. Following the publication of training recommendations for certain categories of first-year craft and technician trainees, notably those employed in the engineering industry, there was a considerable increase in the number of full-time integrated courses of combined education and industrial training provided in technical colleges. These courses were designed to cover all or most of the first-year practical training specified by the boards concerned, as well as the whole of the associated further education appropriate to the period. The boards welcomed this as an important contribution towards filling the need for many more off-the-job training places and the Engineering Board declared its intention of making an annual contribution of £150 for five years towards the running costs of new off-the-job training places provided by colleges for trainees in the industry.

25. A special committee set up jointly by the Department and the local authority associations, to consider the introduction of economic charges for industrial training provided by colleges of further education, reached agreement

on the question with the industrial training boards; and Administrative Memorandum 9/66 issued in June offered guidance to local education authorities and colleges. The advice was that a standard rate of six shillings per student per hour should be charged for industrial training, including the industrial training element of integrated courses which were in all cases to be deemed for costing purposes to comprise 60 per cent industrial training and 40 per cent further education. The new charges were applied to industrial training provided by the colleges from the start of the 1966–67 session in respect of trainees from firms on the registers of boards, but were not applied during the period of the prices and incomes standstill in respect of trainees from non-board firms who could not recoup the cost through the boards' grant systems.

26. Partly as a result of these developments an increasing number of colleges began to provide courses lasting as long as 48 weeks in the year, and requests were received for guidance on the conditions on which such courses should be arranged. Consultations took place between the Department and representatives of local education authorities and technical teachers as a result of which interim guidance, pending arrangements for the consideration of the long-term issues affecting conditions of service of teachers, was issued in Administrative Memorandum 11/66. The essence of this guidance was:—

(i) It is essential that there should be full consultation with the teaching staff before it is decided to start the course.

(ii) Arrangements for the course may require the employment of additional full-time or part-time staff. Since this is likely to involve a staggering of staff holidays, provision should be made, after consulting the staff, for leave arrangements throughout the year which take into account as far as practicable the personal circumstances of the individuals concerned. (In certain exceptional circumstances it may be necessary, as a temporary measure, to employ staff on the basis of an extended or separate contract. In this case any arrangements should be entirely voluntary for the individual teachers concerned.)

(iii) The necessary ancillary services for the purpose of the courses should be provided during periods when the rest of the college will be on vacation.

c. General

27. The steady expansion in all branches of the further education service has continued. Provisional figures of student numbers were 181,000 full-time, 21,000 sandwich, 717,000 part-time day, 797,000 evening only, a total of 1,715,000 students. The number of students taking advanced courses (full-time, sandwich, and part-time) rose to 149,700 in 1965.

28. The full-time teaching force continued to grow. The number of full-time teachers serving in technical colleges, colleges of art and farm institutes in March 1966 was 37,700 (provisional), an increase of 3,700 over the previous year's figure.

29. Details of the 1967–68 major building programme for colleges of further education were announced to local education authorities in July and brought the total value of work authorised since the 1956 White Paper* to over £200m.

* *Technical Education*, Cmd. 9703, H.M.S.O., 2s. 6d.

The progress of the building work since 1956 is given in Table 12. The value of projects started in the year increased substantially over the corresponding figure for 1965 but fell significantly short of that authorised.

TABLE 12.—*Progress of building work since* 1956

Value of projects started £m.			Value of projects completed £m.			Value of projects under construction at 31st December 1966 £m.
1.4.56 to 31.12.65	1.1.66 to 31.12.66	1.4.56 to 31.12.66	1.4.56 to 31.12.65	1.1.66 to 31.12.66	1.4.56 to 31.12.66	
124·6	17·1	141·7	91·3	18·4	109·7	32·0

The National Advisory Council on Education for Industry and Commerce

30. The Council met twice during the year. It approved, and recommended to the Secretary of State, the reports of its Committee on Technical College Resources, *The Size of Classes and Approval of Further Education Courses*, and of its Advisory Committee on Agricultural Education (see paragraph 48). It also endorsed proposals in a memorandum by the Department on the future pattern of higher education within the further education system which formed the basis of the White Paper *A Plan for Polytechnics and Other Colleges* (see paragraph 2).

31. The Committee on Technical College Resources and its sub-committees continued their enquiries into ways of making more effective use of buildings and equipment, and into administrative methods and procedures in technical colleges. The sub-committee on buildings and equipment completed taking evidence and at the end of the year the preparation of a report was well advanced. Progress was also made with the study of the organisation of the college year.

The Council for National Academic Awards

32. The work of the Council continued to grow. At the beginning of the academic year 1966–67 there were 136 C.N.A.A. degree courses in progress, compared with 84 in 1965–66 and a total of 7,089 students were enrolled compared with 4,073 in 1965–66. In all 24 standing subject boards had been set up.

33. Early in the year the Council published its first annual report, for the year ending 30th September 1965, and in July it issued its fourth statement outlining the conditions for the award of the Council's higher degrees, the M.A. and M.Sc. degrees and the research degrees of M.Phil. and Ph.D.* The statement gave guidance to colleges intending to submit courses of postgraduate study for the Council's approval, and to candidates for postgraduate and research awards.

Further Education Staff College

34. There was a marked improvement in attendance figures at study conferences at the Further Education Staff College, partly as the result of the introduction of the uniform fee of £10 a week which was announced in the

* Both these publications and earlier statements are available from The Council for National Academic Awards, 24, Park Crescent, London, W.1.

1965 Report.* The College offered 35 study conferences in 1966, compared with 24 in 1965, and the number of member weeks (members attending for a week) rose from 794 to 1,120. The majority of the study conferences (32) in 1966 were of one week's duration, but the College recognised the need to develop longer study conferences; several of two weeks' duration will be offered in 1967 and longer ones will follow.

National Colleges

35. The National College of Food Technology became part of the University of Reading on 1st April. Further discussions took place with the governors of the National College of Heating, Ventilating, Refrigeration and Fan Engineering and of the National Leathersellers College about the arrangements under which they should be assimilated into the local education authority supported system. It was decided that the National Foundry College should cease to offer courses at the end of the 1966–67 academic year, and its work will be continued at the Wednesbury Technical College.

36. Progress continued during the year with the arrangements earlier agreed in principle for the future of the work of the National College of Rubber Technology, involving the establishment of a postgraduate centre of polymer technology in the University of Loughborough and of facilities in the London area for the continuation of work up to and including degree level in polymer subjects.

d. Organisation of Courses

Revised Agreement between the City and Guilds of London Institute and the Regional Examining Bodies

37. Discussions under Departmental chairmanship about the arrangements for operative, craft and technician examinations were concluded in 1965 and a new agreement between the City and Guilds and the regional examining bodies was signed. During 1966 lists of relevant examinations (i.e. examinations to which the agreement applied) were compiled and, as was required by the agreement, a reference committee was set up to deal with questions of interpretation which might arise. The Secretary of State appointed Mr. Norman Fisher as Chairman and Mr. W. A. J. Chapman and Mr. F. H. Perkins as his nominees on the Committee. The other members are representatives of the examining bodies.

General Courses

38. General courses in printing were provided for the first time in September. No other new general courses were launched.

Courses for Operatives

39. The City and Guilds of London Institute added two new schemes, in glass manufacture and processing and in printing machine operative work, to its range of examinations for operatives, and revised three existing schemes. Their total provision for operatives now comprises 26 different schemes.

Craft Courses

40. The City and Guilds introduced seven new schemes of which one was Part II of the existing electrical craft practice. Another, fabrication engineering craft practice, replaced three former schemes in boiler makers' work, sheet

* *Education in* 1965, Section II, paragraph six.

metal work, and fabrication of steelwork. An important addition was the first year certificate in engineering crafts which was planned in conjunction with the Engineering Industrial Training Board. There are now 124 craft schemes in operation.

Technician Courses

41. Six new technician schemes were launched by the City and Guilds. These included an advanced certificate for computer personnel. This complemented the certificate for computer personnel introduced in 1965, for which support had grown rapidly. In addition, ten schemes were revised and there are now 112 technician schemes in operation.

National Certificates and Diplomas

42. The review of higher national certificate and diploma schemes following the reorganisation of schemes at ordinary level continued. Revised rules for higher national certificates and diplomas in applied physics were issued, and the first courses were organised in the colleges although the new scheme will not come into effect fully until September 1967. Substantial progress was made in reviewing the higher national certificate schemes in building and in metallurgy.

43. The new higher national certificate in engineering was launched to take the place of the existing separate schemes in mechanical, production and aeronautical engineering. The new scheme was designed specifically with the higher technician in mind and is not geared to professional requirements. It comprises a common core of studies with elective subjects according to the students' requirements. Although some courses were organised in the colleges in September it is not expected that the new higher national certificate will be introduced generally until September 1967.

44. Rules for the new higher national certificate and higher national diploma in mathematics, statistics and computing were issued and courses were approved from September. The new higher national certificate will replace the existing diploma in mathematics (technology) of the Mathematical Association, and the higher national diploma will replace the various full-time courses leading to different college diplomas.

45. Rules for the new national certificates and diplomas in printing were issued and the first courses leading to the new awards were introduced in September. These will replace the former endorsed certificates and diplomas in printing.

46. In order to serve the needs of technicians in medical laboratories, a new variant of the ordinary national certificate and diploma in sciences was devised dealing with medical laboratory subjects. The first courses in the field started in September.

47. The number of final candidates for national certificates and diplomas in business studies continued to rise rapidly, reaching a new high level of over 7,400. This represents an increase of 15 per cent over 1965, and of 45 per cent over 1964. Similarly, the number of final candidates for national certificates and diplomas in building rose from over 6,500 in 1965 to over 8,000 in 1966, an increase of 21 per cent.

Agricultural Education

48. The report of the Advisory Committee on Agricultural Education* of the National Advisory Council for Education in Industry and Commerce, dealing primarily with full-time courses above the level of the current one-year " certificate " courses in agriculture, horticulture and poultry husbandry, was published in June. It stated that the industry still needed broad courses in general agriculture for most students but that more attention should be given to the requirements of specialised branches and to keeping the curriculum up to date in such matters as the business aspects of farming. It recorded that courses for technicians were likely to be increasingly needed and that short reorientation and refresher courses and courses in management should be more widely available to mature persons.

49. The report recommended that in addition to certificate courses supplementary courses should continue as necessary but that an ordinary national diploma and higher national diploma structure of courses should be introduced. New national bodies would be required to assess internal examinations leading to these qualifications.

50. The report emphasised the desirability of securing close links between the practical experience of students and their technical education and recommended that new courses should wherever possible be organised on a sandwich basis. It foresaw that the new Agriculture, Horticulture and Forestry Industrial Training Board would be a major influence in promoting co-operation between the education service and the industry.

51. In issuing the report the Secretary of State intimated that he wished to consider comments from interested organisations. In November he issued Circular 22/66 which gave general endorsement to the proposals in the report on course organisation and the relations between the education service and the industry. Consultations were still in progress about examination organisation.

52. One of the recommendations of the report was that a review of poultry courses should be undertaken by the industry and education authorities. Certain regional conferences had already been held and the Department called a national conference at the Harper Adams Agricultural College on 12th July, which was attended by more than a hundred people. After a full discussion the conference appointed a working party to give further consideration to the educational requirements of the poultry industry.

Foremanship and Supervision

53. The Department continued to be closely associated with the work of the National Examinations Board in Supervisory Studies. During the year interest in the Board's certificate in supervisory studies showed an encouraging increase and by September arrangements had been made for more than fifty colleges to act as centres for courses leading to the certificate. The Department was represented on a working party set up by the Board to investigate the need for an advanced course in supervisory studies and to consider the scope for specialist studies within the certificate scheme. The Department made a grant to the Board of £15,000 for the development of research in supervisory studies.

* H.M.S.O., 7s. 6d.

54. The Committee for the Diploma in Management Studies in England, Wales and Northern Ireland approved a new development in the diploma scheme whereby a holder of the diploma who wished to pursue his studies to greater depth in some particular aspect of management could take a supplementary endorsement course at an approved diploma centre. Students who successfully completed such a course would have their diploma endorsed. By the end of the year a number of colleges had prepared schemes for supplementary courses for submission to the Committee.

55. Enrolments in the diploma courses for the 1966–67 session were 3,734 in October compared with 3,660 in 1965. There were 2,203 first year students (2,138 in 1965).

56. The second report of the United Kingdom Advisory Council on Education for Management* was published in January and the Department sent copies to local authorities and colleges under cover of Circular 2/66. Consultative groups under chairmen from industry or the academic world were set up, as recommended by the Council, to advise on the development of pilot courses in four of the main functional areas of management; finance, personnel, marketing and production. Another principal recommendation in the report was that short courses in the tools and techniques of management might be further developed if courses were standardised in appropriate subjects. As a first step the Department asked colleges to supply detailed information about existing provision with a view to deciding what further action should be taken.

57. The project financed by the Department for the development of British case studies neared completion at the College of Aeronautics, Cranfield. By the end of the year over a hundred cases had been completed and others were in preparation. The College made available sets of case studies to a number of other institutions in various parts of the country.

58. Further ten-week full-time development courses for management teachers were organised by the School of Management Studies at the Polytechnic, Regent Street. These courses were associated with the programme of research into aspects of management studies conducted by the Polytechnic with funds provided jointly by the Department and the Foundation for Management Education. In the autumn the research unit set up to conduct this programme submitted its first report which was devoted to the staffing of courses for the diploma in management studies.

59. The Department, together with members of H.M. Inspectorate, worked in close co-operation with the West Midlands Economic Planning Council under the chairmanship of Sir Joseph Hunt and with the Department of Economic Affairs on plans for the development on a trial basis in selected colleges of a new pattern of short courses in the techniques of management.

60. The Department made a grant of up to £4,000 to the Institute of Chartered Accountants in England and Wales to enable them to undertake a study of the teaching of accountancy in courses, other than those expressly designed to produce professional accountants, at the level of ordinary national certificate or above. The purpose of the project was to investigate the appropriate content

* H.M.S.O., 3s. 0d.

of courses concerned with accountancy records and financial information, whose aim was to provide an understanding of the principles and practice of accounting and its use in modern business, and to consider suitable teaching methods for this study.

61. New full-time extended pilot courses in accountancy for articled clerks began at four colleges in October. These courses, one academic year in length, were arranged by the Institute of Chartered Accountants in England and Wales in conjunction with the colleges concerned and with the Department and were devised for clerks, articled for four years, who possessed two " A " level passes. Clerks who passed the examinations at the end of the course would be exempted from the intermediate examination of the Institute. Over 150 articled clerks were enrolled in the first courses.

62. Numbers on courses leading to the certificate in office studies rose from less than 6,000 in 1964–65 to nearly 7,500 in 1965–66. The certificate was awarded to 1,450 students in 1966 compared with just over 1,000 in 1965. In July the National Committee for the certificate announced a number of changes in the scheme, of which the most important was that students would in future have to study two (instead of three) compulsory subjects, English and general studies, and clerical duties, and two elective subjects chosen from a range of options; they would have to pass in both the compulsory subjects and in at least one of the elective subjects in order to obtain a certificate. The Committee also announced plans for a review of syllabuses and for the addition of new subjects to the range of options. Following these developments the Joint Committee for National Awards in Business Studies announced that in future a certificate in office studies gained with credits in both compulsory subjects and in one or more elective subjects within a period of not more than two successive examinations would be an acceptable qualification for entry to the ordinary national certificate in business studies.

63. The Commercial and Clerical Training Committee of the Central Training Council drew attention to the value of the certificate in office studies and other commercial and business studies courses in its first report on the needs of the young clerical employee*. The Department issued copies of this report to local education authorities and colleges in the autumn and in accordance with a principal recommendation of the Committee made plans in consultation with the Ministry of Labour, the Scottish Education Department and representatives of the colleges and industrial training boards for new experimental basic courses of training and education for young office workers.

64. In the academic year 1965–66 there were 12,885 students in courses leading to the ordinary national certificate in business studies and 5,585 in courses for the ordinary national diploma (compared with 12,734 and 5,188 the year before). In courses leading to the higher national certificate and diploma the numbers were 3,495 and 2,377 respectively (2,956 and 1,848 in 1964–65). For the first time a number of colleges offered C.N.A.A. courses for honours degrees in business studies and there were in 1965–66 129 students in those courses. Provisional figures for 1966–67 showed that some 700 students were engaged in courses leading to C.N.A.A. degrees in business studies. In degree courses of all kinds in the business studies field there were in 1965–66, 5,258 students compared with 1,451 the previous year.

* *Training for Commerce and the Office.*

Miscellaneous

65. The report of the enquiry, financed by the Department, into education for the retail trades was submitted by the Retail Trades Education Council.

66. The Department continued to be closely associated with the work of the Merchant Navy Training Board and of the various specialist sections of the Board. A new section was set up for radio officers. In July the Department held a one day conference to review the pattern of education for the fishing industry, and the White Fish Authority subsequently set up a representative working party to give further consideration to possible developments in education for the industry.

e. Art Education

National Advisory Council on Art Education

67. The National Advisory Council on Art Education met four times during the year to discuss matters of general interest and to consider the implications for art education of developments taking place in further education generally. Special attention is being given to the future pattern of vocational courses which the Council now has under review.

Diploma Courses

68. In 1965 twelve colleges and schools of art applied jointly to the Department and the National Council for Diplomas in Art and Design for approval of additional courses leading to the diploma in art and design (Dip.A.D.) to commence in September 1966. Consideration of these was completed during the year and resulted in approval being given for four additional courses. These brought the total courses to 96 at 40 schools and colleges providing just over 2,300 places.

69. The competition for places showed little change from the previous year. One or two colleges reported that a few more students could have been accepted if more candidates of the right calibre had been forthcoming.

70. Eight schools and colleges applied for approval to offer additional courses as from September 1967. Consideration of these applications will not be completed until the early part of 1967.

71. The first Dip.A.D. courses which began in 1963 were completed in the summer term. The final examinations were conducted by the individual schools and colleges on lines which had been approved by the National Council. The performance of each student was assessed not only on his examination but also on work done during the course and the outcome was agreed between the college examiners and external assessors approved by the National Council. Of the 1,396 students who began the courses in 1963, 1,100 sat for the final examination in 1966. The result was as follows:—

(i) First Class Honours	47
(ii) Second Class Honours, upper division	196
(iii) Second Class Honours, lower division	330
(iv) Pass	373
Total granted Dip.A.D.	946

Post-Diploma Studies

72. Post-diploma studies leading to a higher award of the National Council began in September at Leicester College of Art and Manchester College of Art and Design which had been designated to develop post-diploma studies in interior design and industrial design (engineering), and at Birmingham College of Art and Design which had been designated for industrial design (engineering) only. These three colleges have also submitted proposals for post-diploma work in other subjects as from September 1967. A decision on these will be made early in 1967. The National Council invited eight colleges in the Metropolitan area to submit proposals for the provision of facilities for post-diploma study with a view to establishing a fourth centre as from September 1967.

Art Examinations

73. The last full examination for the national diploma in design was held in 1965. The entry in 1966 consisted mainly of candidates retaking the examination after a previous failure. There were 655 (2,502 in 1965) candidates of whom 580 (2,140 in 1965) were successful.

2. Teacher Training

a. Colleges and Students

Expansion

74. Work continued during the year on building projects associated with college expansion schemes. Starts were authorised in February and March on 23 projects delayed because of the general deferment of building starts announced by the Chancellor of the Exchequer in July 1965. Other deferred projects were included in the teacher training building programme for 1966–67, the value of which was settled at £8m.

75. During the first half of the year the Department examined the plans which colleges had submitted for increasing their student intakes and their output of trained teachers, in response to the request made to them by the Secretary of State in July 1965*. Colleges had been asked to see what they could do to increase their productivity, either through one or other of a variety of schemes involving organisational change or by some other scheme of their own devising. The national target set was an increase of 20 per cent in the total intake to initial training courses under previous plans, implying an increase to an annual intake of about 35,000 students by 1968–69. It was apparent from the colleges' replies that there was a real prospect of their reaching, or at least closely approaching, the target, assuming a sufficiency of suitable candidates. About one third of the colleges proposed to raise their intakes by methods involving various forms of organisational change, mostly by " box and cox " arrangements under which some part of the student body would be out of college, usually on teaching practice, at all times during the college year. Most of the remaining colleges indicated that they could make an appropriate contribution towards the national target by still greater intensive use of their teaching facilities along the lines on which they had already been working. By the end of the year the proposals of some 130 colleges, often showing great ingenuity and resourcefulness, had been agreed. Discussions were still proceeding with the remaining colleges (30); of these 6 were new colleges recently opened, while the remainder were colleges whose initial proposals for various reasons fell somewhat short of what they might be expected to achieve.

76. It was recognised that successful implementation of a college's plans, whether for organisational change or for more intensive use on existing lines, would usually require the provision of certain additional physical facilities, such as tutorial rooms for additional members of staff, private study and cloaks/locker space for the extra students and, perhaps, some extension of kitchen or dining facilities and other communal facilities for students. Colleges whose plans for raising their student intakes had been agreed were invited to consider their individual needs and, where appropriate, to put forward proposals for a building project to provide any necessary additional facilities of these various kinds. By the end of the year building projects of this sort had been approved in principle for over 60 colleges.

* See *Education in* 1965, Section II, paragraph 80.

Recruitment

77. 1966 was the second year of intense pressure of applications for training, reflecting the birth-rate bulge of the immediately post-war years, and it was open to question whether the colleges could greatly improve on the very large intake of the preceding year. In the event there was an increase of some 4,000 in the number of admissions to the general, housecraft and physical education colleges. This reflected the first results of the colleges' plans for raising their student intakes (paragraph 75 above) and also the measures taken to provide more day training facilities (paragraph 80 below). As a result, the analysis of applications prepared at the end of the year by the Central Register and Clearing House showed that although there were 3,800 more applicants than in 1965, only 140 candidates classified as " acceptable " were unable to find places, together with 593 classified as " near-acceptable " (223 and 812 respectively in 1965).

TABLE 13.—*Admissions to courses of initial teacher training*

	1965	1966 (*provisional*)
General colleges:		
Men	8,263 (1)	9,463 (1)
Women	19,119 (1)	21,890 (1)
	27,382 (1)	31,353 (1)
Housecraft colleges	1,265 (1) (2)	1,318 (1) (2)
Physical education colleges...	661	686
	29,308 (1)	33,357 (1)
Colleges of education (technical):		
Pre-service courses	883 (1)	1,044 (1)
In-service courses	170	260
	1,053 (1)	1,304 (1)
Art training centres	695	538
Graduates taking one-year courses of professional training at		
University departments of education ...	3,598	3,842
Colleges of education	570	671
	4,168	4,513

(1) Includes some students accepted for courses beginning in January of the following year.

(2) Includes students taking housecraft courses at colleges which also provide general courses.

78. The students starting general courses in September 1966 and January 1967 included about 2,900 men and 1,800 women taking courses intended to prepare for work in secondary schools; about 4,600 men and 4,900 women taking courses of junior/secondary training; and about 2,000 men and 15,200 women on courses of primary school training.

79. The increase of 4,000 in the intake of the general, housecraft and physical education colleges, following increases of some 5,000 and 3,000 respectively in 1965 and 1964, brought about a large increase in the total student population. At the end of the year the colleges had a total of about 84,000 students, compared with nearly 73,000 in 1965 and about 48,000 in 1962.

Day Students and Students in Lodgings

80. At the end of the year the general, housecraft and physical education colleges had some 18,700 day students, and about 25,400 students in lodgings, compared with 14,500 and 20,000 respectively in the previous year. About 5,000 of the day students were in the day colleges, compared with 3,750 in 1965. In all 52 per cent of the total student population were living at home or in lodgings, and 48 per cent in college or college hostels. The rising student numbers of the last few years have made it necessary for the colleges to make special efforts to obtain additional lodgings. These efforts have been remarkably successful and the supply of student lodgings has in general kept pace with the growing demand.

Mature Students

81. The analysis by age of students in training in the academic year 1965–66 showed a further increase in the number of mature students. Although the number of new students admitted to the general, housecraft and physical education colleges in 1965 was about 5,000 more than in the previous year, the proportion of students aged 25 and over in the total remained constant at about 14 per cent. Thus in 1965 there were some 4,200 entrants aged 25 and over, compared with just under 3,500 in 1964. The total number of students aged 25 and over in the general, housecraft and physical education colleges rose from 7,300 in 1964–65 to about 9,300 in 1965–66.

82. Mature students form a very valuable source of recruitment for the schools, both for the maturity and the experience which they bring with them and because they can be expected to give long periods of uninterrupted service. Various measures were taken during the year to promote a still higher recruitment of older men and women to training. The Department produced a special pamphlet for older people called *Turn to Teaching*,* and all colleges were asked to do what they could locally to stimulate applications from mature candidates. Day training facilities were made more widely accessible by the opening of new day colleges at Liverpool, Luton and Sittingbourne, making 15 in all, and by the end of the year 18 college " outposts " for mature students had been established, some of them of substantial size. Another new day college, in the London area, was planned to open early in 1967. These developments together with the new education departments planned in certain leading technical colleges (paragraph 87 below), will serve substantially to enlarge the day training opportunities available.

83. Because so many mature would-be teachers are unable or unwilling, because of family commitments and responsibilities, to leave home to follow a teacher training course, or to take up teaching afterwards, steps to increase the flow of mature recruits need to be essentially local in character. In the autumn the Department and the Central Office of Information arranged, as an experiment, a special advertising campaign in local newspapers in the industrial West Midlands. Enquiries in response to the advertisements were received from some 2,500 people and by the end of the year 150 had followed up their initial enquiries with applications to local colleges.

* Department of Education and Science. Unpriced.

Balance between Men and Women

84. The 1965 Report described* the plans that had been made to provide for an increase in the proportion of men entering training to about 35–36 per cent by 1970. But in recruiting for the academic year 1965–66 the colleges found a shortage of good men candidates and they were able to fill all their places only by accepting women to fill some of the places originally earmarked for men. It became evident early in 1966 that the same pattern was likely to be repeated in recruitment for the academic year 1966–67. Moreover, with the smaller age groups leaving school from 1967 onwards, it seemed possible that for 1967–68 and subsequent years the colleges might have difficulty not only in achieving the proportions of men and women agreed to be desirable on teacher supply grounds but in filling all the places they would have to offer. Accordingly the Secretary of State wrote in July to the heads of all boys' and mixed secondary schools, pointing out that the hopes which could now quite reasonably be entertained of making real progress with teacher supply during the next few years would be frustrated if the colleges of education could not recruit enough good students to fill all their available places. He therefore asked the heads and members of their staffs to do all that they felt they could do to see that suitable boys in their sixth forms were made aware of what the colleges of education had to offer by way of both higher education and preparation for a valuable career in teaching.

b. Courses of Initial Training

Relations between Colleges of Education and Schools

85. Circular 24/66, which was sent in December to colleges and institutes of education, local education authorities and schools throughout the country, drew attention to the decisive importance of the relations between colleges and schools for the quality of the training intending teachers receive and their reception in the schools both as students and as new teachers. The circular recognised that partnership between colleges and schools was continually being strengthened but pointed out that their relations were not necessarily a simple or easy matter, particularly during the present rapid expansion of student numbers. It went on to give examples of ways in which the two types of institution and their staffs could work closely together and indeed were often doing so already.

86. The second part of the circular was devoted to the particular scope and need for co-operation over teaching practice in the light of the rising numbers of students. The great majority of schools must expect to have students with them for substantial periods during the year and this presented to the teachers in the schools a challenge and an opportunity to take a larger share than ever before in the preparation of new members of their profession. An enhanced role for the serving teacher was foreseen in relation to both short periods of practice by groups of students in nearby schools (some of which might establish special relationships with the colleges concerned) and the longer block practices involving students in continuous teaching, often at a considerable distance from their colleges. Mention was made of strong arguments for lengthening to a

* *Education in* 1965, Section II, paragraph 79.

term some at least of the periods spent by students in schools, with practice coming to be regarded as part of the school's normal life and work, and it was suggested that a member of the school's staff should be specially concerned with students' welfare and progress. Institutes of education could appropriately bring together colleges, teachers, local education authorities and schools for the regional planning of teaching practice arrangements.

Education Departments in Technical Colleges

87. In April, in pursuance of the aim which he had announced in 1965* the Secretary of State invited five local education authorities to consider the establishment of a department of education in a leading technical college. The five authorities—Inner London, Barking, Manchester, Nottingham and Sunderland—all accepted and began, with the colleges, to prepare plans for departments which would admit their first students in September 1967. By the end of the year planning was well advanced and students were being recruited.

88. The new departments can be seen as fulfilling the same role as colleges of education in a setting in which teacher training is not segregated from preparation for other occupations. The departments therefore are expected to draw on school leavers, and older students, notably married women, in the same way as colleges of education. Like these their preponderant role will be to train teachers for the primary schools, though it is hoped also to tap a new source of recruitment from among people who have followed technical courses which might fit them particularly for work in secondary schools. Initially the departments are planning three-year courses leading to a teacher's certificate and qualified teacher status, but they will also be offering, though not necessarily in their first year, shortened teacher's certificate courses for suitably qualified older students and courses leading to both a degree and a professional teaching qualification.

89. It was left to the colleges to decide whether to seek validation of their teacher training courses through the local institute of education, acting as an area training organisation, or through the Council for National Academic Awards. In the event all five colleges decided to seek membership of the local institute of education for their new departments.

Part-time Training

90. Following consultation with the national associations of teachers, local education authorities and others, on the question of inaugurating part-time courses of teacher training,† the Secretary of State announced in the spring that, though much sympathy had been expressed for the idea, some doubts had been voiced whether the results would be commensurate with the considerable effort involved. He concluded that, in the light of these doubts, his immediate next step should be to set on foot a limited number of experimental courses. Accordingly institutes of education and local education authorities in three areas—London, Manchester and the West Riding of Yorkshire—were invited to arrange for selected colleges of education to establish teacher training courses involving part-time attendance. The first course, designed for married women

* *Education in* 1965, Section II, paragraph 82.
† ibid., paragraph 83.

unable to contemplate full-time training, and planned to extend over four years and to include both evening and day time attendance, started in September at the Maria Grey College, Hounslow. Preparations were in hand for six or seven other courses to be started in 1967, comprising varied patterns of day and evening attendance and some incorporating a full-time period. In the post-graduate teacher training field the department of education of the University of Newcastle upon Tyne was invited to provide an experimental part-time day course for graduates spread over a period of two years.

Degree Courses

91. During the year the discussion and planning of arrangements for B.Ed. degrees continued in universities and institutes of education. By the end of the year arrangements were going ahead in 19 of the 20 institute of education areas to provide an opportunity for suitable college of education students to obtain a degree together with a professional teaching qualification at the end of four years' study. Universities' plans provided in a few cases for the first awards of B.Ed. degrees in the summer of 1968, with 1969 a far commoner year. A variety of patterns was emerging: in the great majority students were to remain college-based throughout the period, with a university contribution towards teaching in some instances. Consideration was also being given to the need for some sharing of colleges' teaching resources for degree work and to methods of achieving this. It was too soon to forecast the proportion of students likely to proceed to a fourth year of study when this stage was first reached, but it was generally assumed that the proportion would be relatively small.

Closed Circuit Television

92. In May a summary was circulated to all colleges and institutes of education of the interim reports of the two groups comprising the 11 colleges which had been invited to take part in experimental work in the use of closed circuit television, particularly for students' observation of pupils being taught. An accompanying letter indicated the Secretary of State's view that the work of experiment and investigation should continue and be extended, particularly into the field of inexpensive video-tape apparatus. He recognised that a number of colleges would be anxious to exploit the potentialities of closed circuit television. The general equipping of colleges in advance of further experiment would be premature, but a phased and steady advance paying full regard to technical developments and the possibility of collaborative use of equipment was envisaged. Courses were to be organised by the two groups of experimenting colleges as a means of tapping their growing pool of knowledge and providing a source of guidance based on experience. Other colleges contemplating the use of closed circuit television were informed that a member of their staff should attend a course before proposals were formulated or decisions taken on equipment to be installed and they were invited to apply to the Department for places.

93. Two courses were run in the autumn term, one based on Coventry College of Education and the other on the Leeds University Institute of Education. Both included periods of attachment of participants to various of the colleges in the experimenting groups. Lecturers from 22 colleges of education attended the two courses.

Courses in France and Student Exchange

94. The number of places on courses lasting several months at three university centres in France for college of education students taking French as a main subject was increased from 150 to 180 for 1966–67. Courses for 30 students each started at Tours in July and October, a course for 20 at Caen in September and one for 40 at the Institut Britannique in Paris in October. Two further courses were planned to start in February 1967, for 20 students at Caen and 40 in Paris.

95. Some 215 students in the same category, not selected for courses, were able to exchange places with students from *écoles normales* in France for periods of generally between four and six weeks during the spring and summer terms. This was a continuation of an arrangement with the French Ministry of National Education first operated in 1964.

Art Training Centres

96. There was a change in the basis of recruitment to the one-year teacher training courses provided by art training centres, with the Diploma in Art and Design (Dip.A.D.) being awarded for the first time and with the examination for the National Diploma in Design (N.D.D.) being held for the penultimate time. The 541 students accepting places at the centres in the autumn included 199 holders of Dip.A.D. and 326 holders of N.D.D. The 695 students entering the centres in 1965 had been almost entirely students successful that year in the last full examination for the N.D.D.

97. In July the Secretary of State informed the authorities maintaining art training centres of his intention to consult with individual authorities and area training organisations on the future arrangements to be made for the work currently being carried out by particular centres. In his view future policy should be based on three principles, recommended originally by a committee reporting in 1961: that the one-year course was essentially a course of professional training which should not be carried out in isolation from the main stream of teacher training; that it was desirable that the training institutions should work in close liaison with a major art establishment; and that an art teacher training unit should comprise a reasonable number of students. These principles would best be served by the integration of art teacher training with the training of other teachers while preserving close contact with an appropriate college of art. Most of the twelve local education authorities maintaining a centre were invited to outline their views on future arrangements, having regard to these principles, but in a few cases it was proposed to the authority that the centre should close. It was recognised that, with Dip.A.D. examinations replacing those for the N.D.D., there must be some uncertainty about the extent of the training provision needed in the years ahead for diploma holders; and that physical assimilation of a particular centre with a teacher training institution would rarely be possible in the immediate future if the building of new accommodation was involved. The immediate intention was to work out a planning basis that could guide future development.

Technical Teacher Training

98. In 1966 the four colleges of education (technical) recruited 1,044 students for the one-year course in comparison with 883 in 1965 (see Table 13). Numbers attending the four-term sandwich course for serving teachers showed a

significant increase, with 260 students starting the first term in the summer of 1966 and 175 students completing the final term, compared with 169 and 104 for 1965. In addition, one college started a sandwich course entry in the spring term with 12 students attending.

99. The second hostel at the Wolverhampton college was nearing completion at the end of the year and the library at Huddersfield was finished. Approval in principle was given to the provision at Wolverhampton of a unit for training teachers of horticulture and agriculture.

100. The report *The Supply and Training of Teachers for Further Education** was published in March. Its main recommendations were that from 1969 local education authorities should be required to secure the training of all new entrant assistant lecturers within three years (initially five) of the date of their appointment, that full salary and travelling expenses should be paid during this training together with special grants to those who would suffer hardship from attendance at residential courses, and that every effort should be made to develop the extra-mural activities of the colleges of education (technical). A Parliamentary answer at the time of the report's publication explained that the Secretary of State was at one with the sub-committee in the importance which he attached to professional training for teaching, but that at the present time of pressure on teacher supply and on available financial resources he did not feel justified in imposing a requirement which could be expected to have some effect on recruitment, and which would be bound to involve additional expenditure in a period when the demands on the further education service would be increasing rapidly. The statement added that the Secretary of State wished, as far as resources permitted, to encourage training on a voluntary basis by increased emphasis on secondment of teachers on salary both for longer courses of the sandwich type and for shorter courses.

101. Circular 21/66 *Training of Teachers for Further Education*, issued in September, contained proposals for encouraging voluntary training which was adequate in form and length. It was hoped that the one-year pre-service courses would continue to make an important contribution to the supply of fully trained teachers. At the same time, the standing sub-committee's arguments in favour of seconding serving teachers on salary for initial training were appreciated. It was therefore thought that in present circumstances more emphasis could be placed on secondment to the four-term sandwich courses. The Secretary of State asked all concerned to co-operate in ensuring that entries to these courses in each term of the academic year should be as nearly equal as possible so as to use the college facilities to the best advantage. Encouragement was also given to the colleges of education (technical) to develop their extra-mural activities. Under such arrangements, courses of varying length could be conducted with the help of suitable members of staff of selected technical colleges, which could serve as convenient centres for the attendance of students from other colleges in the region. Some of these courses could be of substantial duration and such a system could provide flexible and convenient means to meet the needs of untrained teachers. It would serve also to provide short refresher courses to bring trained teachers up-to-date in new teaching methods and techniques.

* *The Supply and Training of Teachers for Further Education*, being the report of the Standing Sub-Committee on Teachers for Further Education of the National Advisory Council on the Training and Supply of Teachers, H.M.S.O. 2s. 6d.

102. Action on the circular started before the end of the year. In September two colleges began schemes of extra-mural activities. One, based on a technical college some distance away, consisted of a two-year part-time course of full professional training organised on a day release basis, with eight weeks full-time study during the summer vacation at the parent college of education (technical). The course started with 50 students. The other scheme comprised short courses organised at various technical colleges in the catchment area of the parent college of education (technical) and covered about 50 students.

c. Courses of further Training

103. During the year there was a steady development of courses of further training for serving teachers in spite of the difficulties of releasing teachers in short supply for prolonged periods of training.

One-year and One-term Courses

104. In the academic year 1966–67 189 one-year courses were organised for 1,991 teachers, in comparison with 185 courses attended by 1,740 teachers in 1965–66. Of this total 76 were special advanced courses which provided opportunities to 869 teachers for advanced study in particular fields of education (including courses leading to a higher degree in education) as against 56 courses attended by 610 teachers in the previous year. There were 37 courses for the teaching of handicapped children attended by 522 teachers compared with 34 courses and 415 teachers in 1965. The decline in attendances at supplementary courses (for two-year trained teachers) continued the trend which had become apparent in 1965–66*; 73 courses were attended by only 571 teachers, compared with 92 courses and 653 teachers in 1965–66. There was also a decline in the numbers attending the three one-year intensive Russian courses; only 29 teachers compared with 62 in 1965–66 and 69 in 1964–65.

105. The provision of one-term courses was again expanded in 1966. A total of 755 teachers attended 99 courses compared with 333 teachers and 42 courses in 1965. There was again a wide range of courses with a coverage of subjects similar to that for 1965†. Among additional courses arranged were ones in English, secondary school mathematics, closed circuit television, commerce, history leading to the Certificate of Secondary Education; and the teaching of slow learning children in ordinary schools. To help overcome the difficulty of releasing teachers from schools for one term it was decided that an alternative pattern of course might be offered in some instances, having a similar scope to a one-term full-time course but involving attendance mainly on a day-release basis over a whole academic year. One course of this type, in science for secondary schools, was started in September 1966 and enrolled 20 students. Arrangements for more courses of this pattern were made for the academic year 1967–68.

106. Four full-time courses of 15 months each were established during the year to cater for the needs of immigrant teachers. Many of these teachers have qualifications entitling them to claim the provisional status of qualified teacher in England and Wales but often they have difficulties with the English language,

* *Education in* 1965, Section II, paragraph 93.
† ibid., paragraph 94.

are unfamiliar with teaching methods current in the country and lack knowledge of the social framework which is essential if they are to fit into an English or Welsh school. Altogether 65 teachers started these courses during the year.

107. Circular 7/66 *Courses of Further Training for Teachers in Further Education* issued in March. Consultations on the draft of the circular had reached an advanced stage by the end of 1965 and its scope was explained in the 1965 Report.* One result of the circular was that more one-year and one-term courses specifically designed for further education teachers were proposed. These included a four-term sandwich course of further training leading to a diploma in further education and a term course in modern mathematics, both arranged for the academic year 1967–68; and a six-week course of further training for teachers of accountancy arranged to start in the summer 1967.

Short Courses Organised by the Department

108. During the year 5,580 teachers attended 109 short courses arranged by the Department, in comparison with 6,346 teachers on 116 courses in 1965. There were 24 high level courses for experienced teachers who would be expected to take a lead in developing local courses. They covered such subjects as infant and junior education, mathematics in primary schools, modern applied mathematics and mathematics in relation to the Certificate of Secondary Education, art and craft in secondary education, new approaches to secondary school biology, chemistry and physics, drama, religious education from nine to thirteen and in the sixth form, English from nine to sixteen, and engineering. One high-level course took the form of a conference on organisation and curriculum in a comprehensive system and was aimed specifically at heads and deputy heads of secondary schools and officers of local education authorities.

109. Other courses in the short course programme covered new developments in the curriculum, e.g. one course was concerned with the implication for secondary schools of French teaching in the primary schools. In addition to the courses in the printed programme, the Department financed the running of 16 courses organised by the Schools Council; these were run as part of the Council's development projects on the teaching of mathematics, science and French.

110. Four courses were held abroad: a French course in Paris, an architecture course in West Germany, a geography course in Holland, and a management studies course in Belgium, Holland and France.

Courses Organised by Other Bodies

111. As in previous years, one purpose of the long and short courses sponsored by the Department was to stimulate a substantial increase in the provision of local courses arranged by local education authorities, university institutes of education and other bodies so as to meet the growing needs of the schools and colleges of further education. Initial steps were taken within the Department to assemble information on the extent of local in-service training so as to provide guidance on the further development of the Department's programme of courses.

* *Education in* 1965, Section II, paragraphs 98 and 99.

d. Administration

Study Group on the Government of Colleges of Education

112. The report of the Study Group set up in 1965* to review the arrangements for the internal government of colleges, was published in March†. The study group set itself the aim of striking a correct balance between the freedom which institutions of higher education should enjoy to enable them to exercise full academic responsibility and the social control which democratically elected representative bodies are required to exercise. In the light of this aim the study group reviewed in detail the responsibilities for the general running of colleges; for their internal organisation and the admission and discipline of students; for the establishment, appointment and employment of staff and for financial control, including the ordering of supplies and services and the carrying out of repairs and alterations to premises. The study group thought it essential that every college should have a properly constituted academic board and made suggestions for the make-up of this. The composition of governing bodies was also reviewed and a pattern suggested to provide representation of the body providing the college, whether local education authority or voluntary, other local education authorities, universities, members of the academic staff, serving school teachers and other people with a concern for teacher training or specialist subjects. Most governing bodies of maintained colleges are at present constituted as a sub-committee of the education committee of the authority and as such their work is often subject to review and may be restricted by the need for compliance with an authority's standing orders. To enable governing bodies to enjoy the full measure of freedom and responsibility which they had in mind the study group concluded that legislation was desirable to give governing bodies of colleges a legal existence independent of local authority committee structure. The study group also thought it would be consonant with this freedom and responsibility that the senior administrative officer of the college should act as clerk to the governors.

113. The report made the following formal recommendations:—

(i) All local education authorities maintaining colleges of education, and the voluntary bodies and the Department of Education and Science in relation to voluntary colleges, should review their methods of control and general relationship with the colleges in the light of the report.

(ii) Local education authorities and voluntary bodies should take such steps as might be necessary to reconstitute the governing bodies of their colleges in the light of the recommendations of the report and should inform the Secretary of State accordingly.

(iii) The governing bodies of all colleges of education should review the present arrangements for the organisation and management of their colleges, in the light of the report, with particular reference to the need to establish properly constituted academic boards.

(iv) The Secretary of State should be invited to introduce legislation to provide for the making by local education authorities of instruments of government for the constitution of the governing bodies of maintained colleges of education, and to provide that these colleges should be conducted in accordance with articles of government made by an order of the local education authority and approved by him.

* See *Education in* 1965, Section II, paragraph 108.

† *Report of the Study Group on The Government of Colleges of Education*, H.M.S.O. 3s. 0d.

(v) The Secretary of State should be invited to amend Regulation 7(2) of The Training of Teachers (Local Education Authorities) Regulations 1959 in its application to voluntary colleges, so as to make rules of government subject to his approval.

(vi) The rules (or articles) of government for voluntary and maintained colleges should be based on the recommendations of the report.

(vii) The Secretary of State should establish a small committee to draw up, and keep under review, a body of guidance on the number and grading of posts for non-academic staff in maintained colleges of education of differing sizes.

114. In his foreword to the report the Secretary of State commended its general tenor and liberal attitudes. He stated that he had acted on the seventh recommendation but was postponing any final conclusion on the fourth and fifth recommendations pending receipt of the views of the other bodies directly involved with the training of teachers. By the autumn of 1966 the organisations concerned had endorsed the general spirit and purpose of the report with some reservations on points of detail. The Secretary of State told the House of Commons on 10th November that he was considering both the terms of a circular which he would issue for guidance and also the question of possible legislation. He hoped meanwhile that, pending the issue of the circular, all the authorities concerned would consider most carefully (as many of them were already doing) how best to give effect to the report.

115. The committee appointed to review the non-teaching staff of maintained colleges held its first meeting in July 1966 under the Department's chairmanship; the members comprised representatives of the local authority associations and of the Association of Teachers in Colleges and Departments of Education.

Conferences for Principals and Bursars

116. A study-conference for principals and vice principals of colleges of education was held in November 1966 at the Further Education Staff College, Coombe Lodge, near Bristol. The conference was attended by about 30 principals and vice principals. The main theme of the conference was the organisation and administration of expanding colleges and the conference included talks and syndicate discussions.

117. Three conferences for bursars was also held at the Further Education Staff College, one in January 1966 and two in July 1966. Each was attended by about 30 senior administrative officers and bursars of colleges. The conferences included talks on administrative subjects and syndicate discussions on the organisation of colleges.

Catering Adviser

118. A catering adviser was appointed in October 1966 to advise the colleges, local education authorities and the Department on all aspects of catering in colleges of education. The appointment was in accordance with a recommendation of the working party on catering in the colleges which had reported in 1964*.

* See *Education in* 1965, Section II, paragraph 107.

Grants and Loans to Voluntary Colleges

119. The continued rapid expansion of teacher training facilities in recent years has placed a severe strain on the finances of the Churches and other bodies responsible for providing the voluntary colleges of education. In response to requests from these bodies for further financial assistance the Secretary of State increased the maximum rate of grant payable in respect of their capital expenditure from 75 per cent to 80 per cent for projects receiving final approval on or after 25th July 1966.

120. Provision to make loans to voluntary colleges in respect of that part of their capital expenditure on which grant is not payable was included in the Education Bill 1966. This provision is analogous to that for voluntary schools in Section 105 of the Education Act 1944. The Secretary of State made in clear to the voluntary bodies that the use of the loan facilities would be in the nature of a last resort, for cases of genuine difficulty when the governing body could not otherwise raise the necessary funds on reasonable terms.

Student Grants

121. During this year the grant arrangements were extended to provide for students taking experimental part-time courses of initial training (paragraph 90 above). Modifications were also made to the grants for students on full-time courses in those colleges in which organisational changes had extended the length of the college year beyond the period which the standard rates of grant were expected to cover.

122. At the end of the year responsibility for the detailed administration of grants to teacher training students was transferred from Teachers Branch to Universities (Finance and General) Branch within the Department.

Conference of Institute Directors

123. Three meetings were held with the Conference of Institute Directors, at which were discussed closed circuit television (see paragraph 92 above), the relations between colleges of education and schools (see paragraph 85 above), output from colleges of education, the development of B.Ed. courses and a number of other matters connected with the initial and further training of teachers.

3. Adult Education, Public Libraries, the Youth Service and Sport

a. Adult Education

Evening Institutes

124. The total number of students enrolled at evening institutes on the first of November was 1,374,112 (1,252,578 in 1965) of whom 904,546 were women (820,203 in 1965). There were also many students engaged in day-time and evening non-vocational and recreational classes at further education establishments not classified as evening institutes.

125. Some authorities, including Kent and Derbyshire, established adult education centres in their own premises by adapting existing and redundant buildings, and Manchester included new buildings for its college of adult education in the major building programme; but the main development in provision for adult education was in association with secondary schools. In Somerset, for example, the sixth school with an adult wing was occupied during the year. This arrangement is most successful where the authority's policy is to develop the school as a focus of community life, with joint arrangements for the staffing of day and evening work. In other areas, for example, Bury, art colleges developed flourishing adult education centres.

126. A few authorities experimented with new methods of associating the users with the planning and running of adult education centres. Northumberland experimented with the establishment of Adult Associations at six centres, each with an elected committee responsible for the conduct of the Association's affairs, assisted by the local education authority in the provision of staff and premises.

Responsible Bodies

127. During the session 1965–66 there were 223,528 students attending courses provided by the university extra-mural departments, the districts of the Workers' Educational Association and the other responsible bodies (218,881 in 1964–65). Figures for the various types of course were as follows (those for the previous session being shown in brackets): tutorial 12,315 (11,419); sessional 47,200 (44,659); terminal 17,797 (45,935); residential 48,970 (19,532); training 564 (714); and other courses 96,682 (96,622).

128. Grants paid by the Department to the responsible bodies for the session 1965–66 amounted to £978,690 (£918,351 in 1964–65). The grants took account not only of the authorised increase in part-time and full-time work mentioned in the 1965 report, but also of the cost of implementing the salary award to university tutors in April.

129. For the session 1966–67 the Department was able to provide additional funds for an average increase of about seven per cent in the volume of part-time work and for the appointment of 14 additional full-time tutors, eight in extra-mural departments and six in W.E.A. districts.

130. Courses carried out in collaboration with industry continued to form a significant part of responsible body work, including a number of successful day-release courses for older employees to prepare them for retirement. In some areas the T.U.C. Education Scheme was reported to have led to an expansion of work, notably in one day and weekend schools.

131. The National Institute of Adult Education published its report on *Recruitment and Training of Staff for Adult Education* in its March edition of *Adult Education.* This was based on enquiries initiated in 1963 with a grant of £500 from the then Ministry of Education. The report assembled the information obtained from the enquiries carried out, and discussed the conclusions to be drawn from them, recognizing that " some of the suggestions may have to be regarded as an agenda for continuing discussion rather than as recommendations for immediate action ".

Residential Colleges

132. Annual maintenance grants paid to the five long-term residential colleges for the session 1965–66 amounted to £91,312 (£80,684 in 1964–65). The total number of students admitted was 375 (390 in 1964–65). In addition to maintenance grant, capital grants amounting to £48,808 were paid in respect of the development work being carried out at Ruskin and Fircroft Colleges.

133. In October the Minister of State, Mr. E. C. Redhead, visited Birmingham to open the recently completed extensions to Fircroft College. The development, which also involved adaptation of existing buildings, brought the total number of places at the college up to 50, a net increase of 12 places.

134. The first phase of the development work at Ruskin College was completed during the year and the new block at the Rookery was taken into use in October, providing a net increase of 18 student places. It was hoped to complete the second phase by the summer of 1967.

135. The total number of courses held at residential colleges or centres providing short courses and maintained or assisted by local education authorities was 1,798 during the session 1965–66 (1,757 in 1964–65) and students numbered 59,306 (57,955 in 1964–65).

National Associations

136. Direct grants amounting to £28,400 were made by the Department to the eight national associations listed in Appendix C.

b. Public Libraries and Museums

Library Advisory Councils

137. The Library Advisory Councils for England and for Wales and Monmouthshire established under section 2 of the Public Libraries and Museums Act 1964 were mainly occupied with the future pattern of regional co-operation between libraries and with the training and supply of librarians. The two Councils made joint recommendations on the first subject which were under consideration at the end of the year. In connection with the second subject they undertook a joint study of the problems involved, including the number and type of courses required and the work of the Schools of Librarianship.

Public Library Authorities

(i) *Statistics*

138. The Institute of Municipal Treasurers and Accountants and the Society of County Treasurers publish public library statistics annually, giving for each authority the numbers of staff, service points, book stocks and books on loan, together with expenditure per thousand population on the various aspects of library service. The two bodies have agreed to modify the form of their statistics so as to include supplementary information on matters of particular concern to the Department, thus making it unnecessary for the Department to collect and publish statistics of its own.

(ii) *Total Expenditure*

139. The statistics show the effect of the Public Libraries and Museums Act 1964. The total net expenditure on public libraries in 1965–66 was £31·6 million, an increase of 17 per cent over the figure for 1964–65, which was about £27 millions.

(iii) *Capital Investment*

140. The measures taken by the Government in July 1965 to restrict capital investment by local authorities reduced the volume of loan sanctions for libraries, museums and art galleries. In the financial year 1965–66 these amounted to £4·7 millions, compared with £5·2 millions in 1964–65. The restrictions were relaxed during the year. Administrative Memorandum 10/66 issued in June, informed authorities that, during the remainder of the year 1966–67, loan sanctions for library purposes would be issued where the work was urgently needed, but that substantial building work on museums should continue to be deferred.

(iv) *Local Authority Areas*

141. The number of library authorities at the 31st December 1966 was 405, of which 40 were in Wales. Orders were made under section 6(5) of the Public Libraries and Museums Act 1964 authorising six authorities to relinquish their library powers to the county councils. These six authorities were Swadlincote (Derbyshire), Mexborough, Penistone and Tickhill (Yorkshire, West Riding), Wem (Salop), and Buckley (Flintshire). Further changes in the number of library authorities resulted from the West Midlands Order 1965 made under the Local Government Act 1958. Nine authorities ceased to exist on the 1st April 1966 (the county borough of Smethwick, the non-county boroughs of Bilston, Rowley Regis, Tipton, Wednesbury, Oldbury, and the urban districts of Brierley Hill, Darlaston and Willenhall), and the new county borough of Warley was created.

(v) *Standard of Service*

142. A pilot survey was made of the library service provided by a sample of library authorities with populations below 20,000 and by the counties in which they are situated. This was intended to throw light not only on the standard of service in the areas concerned but also on the form of inquiry needed for such comparisons and the criteria to be applied.

143. In addition to this survey the Department's Library Advisers carried out inspections of the library service in certain counties and county districts at the invitation of the local authorities concerned. Their reports were sent to the authorities.

National Central Library

144. A grant of £141,000 was made to the National Central Library for the 1966–67 financial year, under section 9(2) of the Public Libraries and Museums Act 1964. This was an increase of £18,000 over the final grant of £123,000 for the previous year. New premises for the library were opened on 18th March 1966 by Her Majesty the Queen.

National Library Week

145. The Secretary of State was one of the Vice-Patrons of National Library Week (12th to 19th March 1966) and a circular letter was sent by the Department to public library authorities and local education authorities asking them to co-operate locally in the running of the Week.

International

146. In February one of the Library Advisers took part in a meeting of experts on the National Planning of Library Services in Latin America at Quito, Ecuador, under the auspices of Unesco. In October, one of the Library Advisers and an administrative officer of the Department attended a conference in Belgium of representatives of countries, members of or associated with the Council of Europe, to consider the ways in which the public libraries in Western Europe could help in furthering the concepts of continuing education and the constructive use of leisure.

Museums and Art Galleries

147. During the year the Secretary of State gave his consent, under section 12(1) of the Act, to the transfer to the urban district of Portland of the local museum, which had previously been maintained by the Dorset county council, and authorised the urban district council and the rural district council of Chepstow (Monmouthshire) to provide a museum or art gallery. An application from the Henfield (Sussex) parish council for powers to provide a museum was refused. The Secretary of State also gave his consent under section 12(2) of the Act to the Buxton borough council's entering into an agreement with the Derbyshire county council for the transfer to them of the Buxton Museum and Art Gallery, upon the relinquishment of the borough council's library powers.

c. The Youth Service

Youth Service Development Council

148. Much of the Council's work has been carried out through the committees described below. The Council itself continued to meet representatives of various national voluntary youth organisations, considered papers on future trends in youth service provision and advised the Secretary of State on a number of matters.

149. At the end of the year, the Council was reconstituted on a somewhat altered basis. Its size was reduced from 24 to 18 members and henceforth new members, of whom three were appointed on this occasion, would be appointed for a fixed term of three years. The Council itself will, in future, assume the role of reviewing the broad aspects of the youth service hitherto undertaken by the Review Committee, while still referring specific issues to *ad hoc* committees.

150. The Review Committee continued its study of full-time youth leadership and, in particular, considered how developments in education and industry were likely to influence the future pattern of youth service provision. Information about developments in local youth service provision was collected and circulated in collated form to local education authorities and national voluntary organisations.

151. A Committee on Immigration and the Youth Service was established under the chairmanship of Lord Hunt in December 1965 to " consider the part which the Youth Service might play in meeting the needs of young immigrants in England and Wales ". It met nine times in 1966 and received evidence from local authorities in areas of immigrant settlement, voluntary organisations, the youth service associations and individual persons concerned in a variety of ways with the welfare of immigrants. It held a seminar in the West Midlands in October and field visits were undertaken by individual members of the Committee. The Committee hoped to report to the Y.S.D.C. early in 1967.

Service by Youth

152. The report on co-ordination of *Service by Youth** was published in June and the Secretary of State commended it for study by all those concerned with service by young people.

Part-time Youth Leaders

153. *A Second Report on the Training of Part-time Youth Leaders and Assistants*† was also published in June. It brought the previous " Bessey Report " up to date and suggested a number of ways in which the experience already gained could be used as a basis for further advance. In particular, it recommended that basic training for part-time youth leaders should be increased to ninety hours.

Full-time Youth Leaders

154. The number of full-time paid youth leaders on the Register held by the Department was 1,465 on 31st December 1966. This achieves the expansion envisaged in the Albemarle Report, but experience has shown that the increasing demand for youth leaders makes a higher total necessary.

155. In August 140 students (111 men and 29 women) were admitted to the sixth session at the National College for the Training of Youth Leaders, Leicester.

156. Ninety-eight students were in training at the end of the year at the other four recognised courses. Ten students (five men and five women) were admitted to the 1966–67 one-year postgraduate course at Manchester University, leading to a diploma in youth work.

Residential Training for Serving Youth Officers

157. A pilot five-week residential course for youth officers was held at the National College in April and May 1966. The staff and members of the course were drawn from many branches of the youth service. It was generally recognised to have been a valuable experiment, and the possibilities of holding another course will be examined.

* H.M.S.O. 1s. 9d.
† H.M.S.O. 1s. 9d.

Grants to National Voluntary Youth Organisations

158. The Department's grants to national voluntary youth organisations towards their headquarters and training expenses increased to £316,600 (£299,250 for the previous financial year). Forty-three organisations received these grants.

159. Special grants were offered to Liverpool Youth Organisations Committee to undertake work with young people who are outside existing youth organisations; to the Sail Training Association towards the initial running costs of the schooner *Sir Winston Churchill*; to the Conference on Accommodation for Young Visitors to London towards the initial expenses of planning the proposed London youth hostel; to the National Association of Youth Clubs for an advisory service for young people in Bristol; to the Wiltshire Association of Youth Clubs for work among " mobile " young people in Wiltshire; and to the Christian Teamwork Institute of Education for an investigation into ways of helping adolescents in making the transition to a full adult role in society. A list of all grants offered is given in Appendix A.

Information Centre

160. At the end of the year the Centre held some 1,500 youth service documents, fully indexed, and the rate of enquiries had by then doubled. A study of teaching materials—mainly for use in the training of part-time youth leaders—was started. A list of youth work training films was published. *The Youth Service Information Digest* started monthly production on a permanent basis. The Centre provided assistance to the Review Committee during the latter's study of youth service research and experiment.

Buildings

161. Of £23m. projects programmed in the period April 1960 to March 1967, a total of 2,062 projects worth £17,772,000 had been completed by the end of 1966 and 240 projects worth £2,630,000 were in progress. Final plans for a further 165 projects worth £1,761,000 had been approved.

162. The building programme for 1967–68 was announced in December. It comprised 227 projects (both statutory and voluntary) with a total building cost of £4·5m.

Local Capital Grants

163. Grants under the Social and Physical Training Grant Regulations, 1939, totalling £1,233,332 were offered during the year to assist 423 local capital projects.

d. Community Provision

164. Offers of grants under the Physical Training and Recreation Act 1937, to assist local voluntary organisations with the capital cost of providing village halls and community centres were resumed in March 1966. The total amount offered was similar to that of the previous year. In order to control the rate at which the expenditure was incurred a starting date was awarded to each project.

TABLE 14.—*Capital grants offered to local voluntary bodies*

(1965 figures in brackets)

Type	Number	Value
		£
Village Halls	164 (160)	244,607 (260,873)
Community Centres	27 (26)	135,737 (137,448)

e. SPORT AND PHYSICAL RECREATION

The Sports Council

165. The Sports Council, under the chairmanship of Mr. Denis Howell, M.P., Joint Parliamentary Under-Secretary of State, advised on a wide range of matters relating to the development of amateur sport and physical recreation services and co-operation among statutory authorities and voluntary organisations. The Council's detailed work was undertaken in its four committees—the International, Sports Development and Coaching, Research and Statistics, and Facilities Planning Committees; the terms of reference of these committees were given in the 1965 Report*. The Council made a number of important recommendations which were carried out during 1966 or were under consideration at the end of the year. These recommendations are reflected in the developments in sport and physical recreation outlined below.

166. In order to provide a wider cross-section of interests on the Council and to strengthen the composition of its four committees, membership of the Council was increased in September from 15 to 24. The new members included persons drawn from both sides of industry, from education and from sport and physical recreation.

167. In November, the Council issued a Report† covering broadly the first year of its activities up to March 1966. The views expressed were those of the Council, and the report was not a statement of government policy. It was published in accordance with the Council's desire to make known to the public at large, and to local authorities and voluntary bodies in particular, some of the facts, assessments and broad objectives of its policy over a wide range of current and future developments.

Regional Sports Councils

168. Reference was made in the 1965 Report‡ to the recommendation of the Sports Council for the establishment of nine regional sports councils in England, a sports council for Scotland and a sports council for Wales. The broad functions of these councils were outlined in the Report of the Sports Council. All the councils were set up during 1966; each council appointed an executive committee to direct the administration of its policy and recommendations and a technical panel to provide a source of expert advice. The secretariats were provided by the Regional Officers of the Central Council of Physical Recreation (C.C.P.R.), and the Secretaries of the Scottish Council of Physical Recreation and the Welsh Section of the C.C.P.R., as appropriate.

* *Education in* 1965, Section II, paragraph 156.
† *The Sports Council—a report.* Unpriced.
‡ *Education in* 1965, Section II, paragraphs 158–161.

169. The regional councils embarked on a heavy programme of work, including a number of detailed surveys. The immediate task was to carry out an initial appraisal of existing facilities and major needs. It was intended that this appraisal would reveal the main deficiencies of provision; a more detailed and long-term study could then be undertaken covering the supply of facilities and the actual and potential demand for them in the region.

170. Regional councils were also asked to undertake surveys or to stimulate action in a number of specialised fields, such as the potential value of redundant Territorial Army centres for development as indoor sports centres; joint planning between authorities so as to secure better value for money and a wider range of facilities to meet the recreational needs both of educational establishments and of the community at large; and problems associated with the continuing upsurge of interest in water recreation.

Water Recreation—Inland and Coastal Waters

171. The increasing demand for recreational use of water resources involves questions of policy which are the concern of several government departments, and the Department discussed aspects of this subject with the Ministry of Housing and Local Government, the Ministry of Transport and other departments. On the recommendation of the Sports Council each regional sports council decided to set up a special sub-committee to examine the possibilities of further development of water recreation. These sub-committees are representative of all important interests including planning authorities, water undertakers, river authorities, water sports, the National Parks Commission, the Nature Conservancy, the Institute of Water Engineers and the British Waterways Board. There are assessors from government departments.

172. As part of a review initiated by the National Parks Commission at the request of the Ministry of Housing and Local Government of the problems of coastal preservation and development, the water recreation sub-committees undertook an assessment of the current and future recreational demand for coastal waters in their regions. The sub-committees also initiated surveys into the recreational potential of canals and river navigations controlled by the British Waterways Board; of reservoirs and gathering grounds; and of wet sand and gravel workings and surface coal extraction areas.

173. A joint circular* was issued in September by the Ministry of Land and Natural Resources and the Department to all water undertakers and river authorities urging them to review their present rules governing public access to reservoirs and gathering grounds for purposes of recreation. Plans for the future of the canals and river navigations controlled by the British Waterways Board were outlined in Chapter VIII of the White Paper on Transport Policy†.

174. The C.C.P.R., after consulting water sports organisations and others, and with the support of the Sports Council and the Department, published " The Water Sports Code "—a recommended code of conduct for water users. The fullest use of water stretches can be obtained only by reconciling conflicting interests, and it is hoped that the code will be widely adopted by all water users and controlling authorities so that users can enjoy their own recreation without impairing the enjoyment of others.

* *Use of reservoirs and gathering grounds for recreation:* Ministry of Land and Natural Resources 3/66; Department of Education and Science 19/66. H.M.S.O. 1s. 0d.

† Cmnd. 3057, H.M.S.O. 3s. 6d.

Current Grants to National Voluntary Organisations

175. The scheme of grant aid to national voluntary organisations in England and Wales towards the cost of headquarters administration and national coaching programmes continued to expand. Grants totalling over £560,000 were offered to 77 organisations in 1966–67 (£488,753 to 62 organisations in 1965–66, when a small number of offers of grant were not taken up).

176. The range of sports administered by bodies to which grant was offered for the first time included archery, amateur boxing and rugby union. Eight autonomous Welsh adult and schools sports bodies were offered grants for the first time. The number of aided national school sports organisations in England and Wales increased from 14 to 19. A full list of the grants offered is given in Appendix B.

177. Members of the Sports Council, with officers of the Sports Council and of the Department, continued the series of informal meetings intiated in 1965 with representatives of national organisations to discuss long-term development and expansion of different sports and outdoor activities. Following these discussions a number of governing bodies forwarded plans for long-term development, indicating the priorities needed to reach their objectives and assessing the financial implications. These plans will provide a basis for considering future grant assistance towards approved development.

178. The total grants offered included a current grant to the C.C.P.R. of over £396,000 for its work in England and Wales. In addition to this grant and to further capital grants towards the cost of providing facilities at the Council's National Recreation Centres, the Department offered assistance towards the expenses incurred by the Council in staging two conferences at the Crystal Palace National Recreation Centre, one for national coaches and the other for coaching administrators.

179. Towards the end of the year representatives of the Amateur Athletic Association discussed with the Sports Council and the Department the financial problems facing the Association. The Association accepted an offer of assistance from the Department's Cost Investigation Unit to undertake a preliminary evaluation of their general administrative and financial position. The Association also announced their intention of setting up an enquiry whose terms of reference would include matters of organisation, administration, finance, coaching services and competition.

Capital Grants under the Physical Training and Recreation Act 1937

180. There was a slight falling off during the year in the number of applications received from local voluntary organisations for grants towards the capital cost of providing new and extended facilities for sport. This was largely offset by increases in the cost of individual projects.

181. Offers of grant, which had been suspended from 27th July 1965 following the introduction of the economy measures by the Chancellor of the Exchequer, were resumed in March 1966 but in order to carry out the Government's policy of maintaining the savings on capital expenditure made during that period it was necessary to introduce some control over the rate at which local projects might be started. The total amount offered in grants during the year was £826,218 to assist with 367 projects. (Offers in 1965 totalled £902,567 to assist 344 projects).

182. There was some evidence that a number of local sports advisory councils were considering the possibility of forming trusts to provide indoor sports facilities on a voluntary basis with the aid of grant under the Physical Training and Recreation Act 1937. The scheme sponsored by the Poole Sports Council reached an advanced stage and the Department offered a grant of £35,000 towards the total estimated cost of £190,000.

National Recreation Centres

183. The new hostel block at Lilleshall was taken into use during the year. New buildings providing a students lounge, single bedrooms and staff accommodation were completed at Plas-y-Brenin and the stable block at Bisham Abbey was reconstructed to provide accommodation for the warden and other members of the residential staff. The proposed extensions at Bisham Abbey were deferred pending the results of an investigation into the future role of this centre.

Research

184. The following proposals were implemented or under consideration at the end of the year.

185. *Training of research assistants:* A scheme recommended by the Sports Council and agreed by the Department during 1965 to alleviate the shortage of research workers in the field of physiology as applied to sport and exercise was introduced during the year. Six bursaries were awarded to university or college lecturers in physical education to study research techniques under senior research workers at established physiology departments in universities or elsewhere. Three of the successful candidates started their training in October, and the remaining three were expected to start early in the new year.

186. *Mobile research laboratory:* The Department agreed on the recommendation of the Sports Council that pending the setting up of a permanent centre for medical research in sport, arrangements should be made with the Medical Research Council, the Greater London Council, and the Central Council of Physical Recreation for a mobile research laboratory to be established at the Crystal Palace National Recreation Centre. A grant of £2,110 was paid to the C.C.P.R. for this purpose. The Medical Research Council accepted responsibility for equipping the unit and supervising its direction.

187. *Medical aspects of boxing:* On the recommendation of the Sports Council the Department offered a grant of £1,000 per annum for three years towards the cost of a research project which the Royal College of Physicians proposed to undertake into the medical aspects of boxing.

188. *Documentation:* At the end of the year the Research Committee of the Sports Council and the Department, recognising the need for a soundly based documentation service for sport and physical recreation and sociological research, were engaged in negotiations about the establishment of a centre.

189. On the recommendation of the Sports Council the Government agreed to extend the scheme of assistance in the international field. As from 1st April 1966, grants were available towards the costs of:—

(*a*) National amateur teams (including under-23, youth and school teams) taking part in international events overseas.

(*b*) World, Commonwealth, and other events of outstanding importance staged at home in England, Scotland and Wales (including under-23, youth and school events).

(*c*) Important international conferences on sport and physical recreation held in the United Kingdom.

(*d*) Delegates attending important international conferences or working parties overseas in the field of sport and physical recreation.

In the case of (*a*) and (*b*) grants had not previously been available for under-23, youth or school teams/events; (*c*) and (*d*) were to a large extent new developments.

190. At the same time the Education Departments assumed full responsibility for payment of grants recommended by the Sports Council in this field, responsibility for grants for events overseas having been transferred from the Foreign Office and Commonwealth Relations Office. The Department of Education and Science assumed overall responsibility for aid to representative United Kingdom or Great Britain teams.

191. Grants totalling £47,145 were offered on the recommendation of the Sports Council for a wide variety of events and conferences taking place during the financial year 1966–67 (grants totalling £25,915 were offered for events taking place in 1965–66).

192. The largest grant for an overseas event was in respect of the Commonwealth Games in Jamaica from 4th to 13th August 1966. A contribution of £5,000 was made to the Commonwealth Games Appeal Fund and a further £3,960 was offered towards the cost of officials required by the Government of Jamaica to help with running the Games. Mr. Howell attended the games. Grants were given in respect of visits to the U.S.A., Australia, New Zealand and the U.S.S.R. by national teams representing trampolining, men's hockey, badminton and show jumping; numerous smaller grants were given in respect of events taking place nearer home. A grant was given towards a visit to France by the English Schools Rugby Football Union.

193. Grants were also offered for competitive events of outstanding importance staged at home. These were the European Table Tennis Championships at Wembley, the British Horse Society Three Day Event at Burghley and the World Angling Championships at Great Yarmouth.

194. Grants were offered in respect of international conferences. For overseas conferences help was given in some thirty cases towards travelling expenses of not more than one delegate from any one organisation. Two important conferences held in this country also received assistance. These were an International Conference on Sport, Recreation and Education arranged in June

by the Central Council of Physical Recreation under the auspices of the United Kingdom Committee for International Conferences on Physical Education; and the World Angling Conference associated with the World Championships at Great Yarmouth in September/October.

195. At the end of June Mr. Howell visited France to see sports facilities, particularly the provision being made for high altitude training at Font Romeu in the Pyrenees. He also made a visit to youth and sports facilities in Germany earlier in the year.

Professional Sport—The World Cup

196. The 1965 Report* referred to the decision by H.M. Government to make available to the Football Association financial assistance towards the cost of improving facilities at football grounds on which the final stages of the 1966 World Association Football Championship for the Jules Rimet Cup were to be played.

197. Sixteen national teams, including that of England, the host country, took the field in July 1966. These teams comprised those left in the competition after a series of eliminating matches played earlier in the year. Her Majesty the Queen formally declared the final stages of the competition open before the start of the first match between Uruguay and England at Wembley Stadium. The final match between West Germany and England was also played in the presence of Her Majesty, watched by a capacity crowd and a vast world-wide television audience. At the end of a memorable match the winning England team received the Jules Rimet Cup from Her Majesty.

198. Nearly 700 guests attended a dinner at the Guildhall given by H.M. Government shortly before the start of the matches in England. The Prime Minister was the principal speaker, and Mr. Howell and other Ministers were present. Some 90 footballing countries were represented at the dinner. During the series of matches two receptions were given by the government at Lancaster House for those teams eliminated from the championship, at which the Football Association made presentations both to the teams and to their officials. Following the final match a further government reception was held at a London hotel before a celebration dinner given by the Football Association for the competition finalists and semi-finalists. Representatives of the Department and Sports Council were present at each of these functions.

Enquiry into Association Football

199. Following representations made by the football authorities about the deteriorating financial position of association football, the Government decided to set up a committee to enquire into the future of the game and the problems which beset it. Discussions were held with the Football Association, the Football League, the Scottish Football Association, the Scottish Football League and the Welsh Football Association. All these bodies signified their agreement with the establishment of an enquiry.

* *Education in* 1965, Section II, paragraphs 182–184.

200. The Committee was established in June under the chairmanship of Mr. Norman Chester, Warden of Nuffield College, Oxford, with the following terms of reference:—

> " To enquire into the state of association football at all levels, including the organisation, management, finance and administration, and the means by which the game may be developed for the public good; and to make recommendations ".

Council of Europe

201. The Council of Europe's interest in sport stems from its wider concept of achieving greater unity and co-operation among its members in social, economic and cultural matters. The Department was represented at meetings of the section of the Council's Out-of-School Education Committee which deals with sport, physical education and outdoor pursuits. One of the questions of concern to the committee was the doping of sports competitors and a draft European Convention on the subject was under consideration at the end of the year.

SECTION III

THE UNIVERSITIES (GREAT BRITAIN)

Introduction

1. This section of the report does not attempt to traverse in detail the subject-matter of the various reports of the University Grants Committee and other bodies concerned with university development during the year. It is confined to matters in which the Department has been directly concerned.

Composition and Structure of the University Grants Committee

2. The Committee was further strengthened by the appointment of a second part-time deputy chairman; Mr. H. G. Llewellyn was appointed to the Committee in this post in October. Otherwise the size of the Committee remained unchanged, but further steps were taken to strengthen its Secretariat.

3. The Committee extended and reconstructed their system of expert advisory sub-committees and panels to cover the whole range of university activities. The committee hopes thereby to facilitate its work of considering universities' development proposals and advising them about these in the light of national facilities and needs.

a. Scientific Manpower

4. In July the Committee on Manpower Resources for Science and Technology under the Chairmanship of Sir Willis Jackson reported to the Secretary of State for Education and Science and to the Minister of Technology on the 1965 Triennial Manpower Survey*. The Committee was assisted in its analysis by a working group under the Principal of Edinburgh University, Professor M. M. Swann, whose Interim Report on Manpower Parameters for Scientific Growth accompanied the submission to Ministers†. Together these reports survey a wide range of evidence on the characteristics and deployment of the nation's scientific manpower resources, on recent trends in employment, and on future demand. In addition, for the first time, the 1965 Survey obtained evidence on a national scale on the number and employment of technical supporting staff.

5. The survey report shows that in 1965 the total active stock of engineers, technologists and scientists stood at 313,000. This stock had been growing at 4·6 per cent per annum between 1962 and 1965, an increase of 15 per cent. Similar growth was foreseen for the period 1965 to 1968 with some increase beyond that as students in the demographic " bulge " begin to qualify. In 1965, the supply of newly-qualified manpower was a little over 21,000. Nine-tenths of the scientists, and about one-third of the engineers and technologists, qualified through first degrees at a university. The proportions qualifying by this route are expected to increase over the next few years, reflecting recent increases in intake.

* *Report on the* 1965 *Triennial Manpower Survey of Engineers, Technologists, Scientists and Technical Supporting Staff.* Cmnd. 3103. H.M.S.O. 5s. 6d.

† *Interim Report of the Working Group of Manpower Parameters for Scientific Growth.* Cmnd. 3102. H.M.S.O. 3s. 0d.

6. Employers' demand in the sectors covered by the Survey (some two-thirds of all employment) would represent a growth of 24 per cent between 1965 and 1968, exceeding the expected growth of stock of 14·6 per cent, and the Committee concluded that there would remain " an unsatisfied demand for qualified manpower throughout the economy, particularly from industry and the schools ". The difficulties foreseen in these latter sectors were based both on the evidence of earlier surveys, and on evidence on the first employment of university graduates in the Swann report.

7. The Survey report concluded that " a new balance of employment on the lines of employers' demand must be achieved, and means devised for attracting and retaining larger numbers of qualified manpower in industry and school teaching ". It recommended that " Attention should be paid to the planning of undergraduate courses to avoid premature specialisation in particular technological fields, concentrating where possible the specialised elements in postgraduate work ".

8. One way proposed for meeting these aims was for industry and educationalists jointly to develop " matching sections " between formal education and employment in relation to particular industrial sectors. An outline for a matching section in the electrical and mechanical manufacturing industries was described in a report by another working group of the Committee under Mr. G. S. Bosworth*. The group envisaged a period of postgraduate education and training mounted jointly at a Centre by educationalists and employers in close collaboration and directed to specific product fields (e.g. semiconductor devices, electrical switch gear) where there were clear national requirements. The matching section would aim to provide rapid and effective preparation for full industrial involvement, capable of attracting and retaining the most able graduates. The feasibility of these proposals was under consideration at the end of the year.

9. The Report of the Committee on Higher Education under Lord Robbins drew attention† to the complementary and overlapping nature of teaching and research. This relationship in higher education is one of the main criteria for scientific growth laid down by the Council for Scientific Policy in their first report to the Secretary of State‡. The Council advised that the volume of research conducted in universities should keep pace with the growth in teaching functions. The quantitative implications of this view have begun to emerge from the work of the group under Professor Swann. In addition, the Council has initiated a number of enquiries designed to display more extensively the relationship between scientific manpower whose primary interests are either teaching or research, notably that under Sir Gordon Sutherland. This working party was examining the question of liaison between universities and government research establishments for educational purposes, especially in the research field. Among the problems facing it were, how far can research done at government establishments be considered for university higher degrees, and the extent to which establishment staff could contribute to university teaching and research.

* *Educational and Training Requirements for the Electrical and Mechanical Manufacturing Industries.* H.M.S.O. No. 27–399, 4s. 6d.

† Paragraphs 553–562, Appendix 3, Section 10.

‡ *Report on Science Policy.* Cmnd. 3007. H.M.S.O. 3s. 0d.

10. In the medium and longer term the health and vitality of our engineering, technology and science in all sectors of the economy must depend upon sufficient numbers of candidates in the schools opting for a career in these fields. The Vice-Chancellor of the University of Nottingham, Dr. F. S. Dainton, was invited by the Council to conduct an enquiry into the supply of candidates for higher education in science and technology and the factors influencing this. An interim report has been published* setting out the available statistics and lines of further work. The main finding was that there had been a notable growth of social studies both at the expense of scientific subjects and the traditional arts, and also a striking growth in sixth form studies in subjects which do not lead to university education. This more comprehensive analysis did not sustain the earlier interpretation which had suggested there might have been a significant movement in sixth forms away from specialisation in science. Study of this problem was continuing and further evidence was being sought.

b. Computers for Universities and Research Councils

11. An important step forward was taken in the summer with the establishment, after consultation with the University Grants Committee and the Research Councils, of the Computer Board for Universities and Research Councils with the following terms of reference:—

(*a*) To carry forward on the basis of planned development, allowing for modular growth and compatability, the proposals for providing for research in universities and research councils announced by the Secretary of State for Education and Science in the House of Commons on 21st December 1965 in the light of the report of the Joint Working Group on Computers for Research.

(*b*) On the basis of a continuing review of needs to make recommendations to the Secretary of State in respect of the provision of computers to universities and to advise research councils on their computer proposals (including significant peripheral equipment, but excluding computers provided solely and essentially for the purpose of specific research projects).

(*c*) To satisfy itself that computers and equipment provided under the programme are effectively commissioned, adequately used and efficiently managed.

12. This was announced on 3rd August. Two of the five members of the Board are appointed to represent the interests of the U.G.C. and the Research Councils respectively. The Department, the Scottish Education Department, the Ministry of Technology, the U.G.C. and the Research Councils are represented at meetings of the board by assessors.

13. In the case of the universities, the recommendations of the board are made to the Secretary of State. In the case of the research councils they take the form of advice to the councils on their proposals.

14. The board is not concerned with the academic merits of the actual use to which computers were put but is available to advise on points of management, efficiency and maximum utilisation.

* *Interim Report on the Flow of candidates in Science and Technology into Higher Education.* Cmnd. 2893. H.M.S.O. 3s. 0d.

15. The board, under the chairmanship of Professor B. H. Flowers, F.R.S., who was also chairman of the original working group on Computers for Research, began work in September. Prior to this, action had been taken to implement the first part of the programme recommended by the working group on the advice of an interim panel under Sir Willis Jackson appointed by the U.G.C. On 10th November the Secretary of State was able to report that the programme allocation of £3m. for 1966–67 had been almost entirely committed and some £2m. of the allocation for 1967–68 had been taken up. The Computer Board were discussing with the universities the programmes for the years ahead, the principles which should govern the proposed regional centres and the provision of adequate software for the computers when being installed in universities.

c. Institutional Developments

General Developments

16. The possibility of establishing a completely new technological university institution in the north east received further consideration. In October the Secretary of State announced that, while he recognised the strength of the arguments for such a development, the economic climate prohibited the establishment in the years ahead of a major new institution. This meant that the plan would have to be put into cold storage against a period, some years ahead, when it should be possible to consider the case for further new universities or new institutions in higher education or research.

Colleges of Advanced Technology

17. The ten colleges of advanced technology in England and Wales made substantial progress towards achieving the university status which has been promised them following the report of the Robbins Committee on Higher Education. During the year the following colleges received Royal Charters and became independent universities:—

Battersea College of Technology ...	University of Surrey
Birmingham College of Advanced Technology	University of Aston in Birmingham
Bradford Institute of Technology ...	University of Bradford
Bristol College of Science and Technology	Bath University of Technology
Brunel College...	Brunel University
Loughborough College of Technology	Loughborough University of Technology
Northampton College of Advanced Technology, London	The City University

18. The Chelsea College of Science and Technology became a School of the University of London on 1st August. The Welsh College of Advanced Technology and the University of Wales agreed the conditions under which the Welsh College could become a full constituent institution of the University of Wales. The Royal College of Advanced Technology at Salford was expected to receive its Charter as an independent university early in 1967.

Scotland

19. The Universities (Scotland) Bill, referred to in last year's report*, received the Royal Assent on 10th March. Apart from amending the constitution of the older universities the Act makes provision for the separation of Queen's College from the University of St. Andrews when the new university of Dundee is founded. A draft charter for the proposed university of Dundee was submitted to the Privy Council and the university is likely to admit its first students in October 1967. The Heriot Watt College, Edinburgh, received its Royal Charter on 23rd March and became the Heriot Watt University. Preparations continued for the establishment and opening in 1967 of the new University of Stirling.

Medical Education

20. Provisional figures supplied to the U.G.C. by the medical schools in October indicated that they had again managed to increase their intake : 2,507 students (2,363 British based and 144 from overseas) were accepted, compared with 2,478 (2,312 and 166) in 1965.

21. The Department, the U.G.C. and the Ministry of Health kept under review the urgent need to increase the number of medical students. The U.G.C. advised that the schools could achieve little more by squeezing extra students into existing facilities. Although the Government could not make available any extra capital specially for medical education, the Committee set aside for the medical schools substantial amounts from their capital programmes for universities generally over the years 1966–1970. The extensions provided for in these programmes, together with the new medical school at Nottingham, for the first stage of which provision has been made in this period also, should increase the annual entry of medical students by some 500.

22. The Royal Commission which is considering the whole future provision for and organisation of medical education, continued its work.

The Business Schools

23. The graduate schools of business studies established in association with the Universities of London and of Manchester continued to expand their activities within the limits set by the capacity of their temporary premises.

24. During the academic year 1965–66, the Manchester Business School held three post-experience courses for middle management, each with 15 students, and a one-year postgraduate diploma course, also with 15 students. Similar courses are being held in the academic year 1966–67, but the intake into each course has been raised to about 40.

25. At London, the first full-time course began in February 1966, when 50 post-experience students were admitted to a 12 week " executive development programme " for middle management. This was followed by a 6 week course which was attended by 20 senior managers. Similar courses for students who have already had business experience are being offered during the academic year 1966–67, and the school has also introduced a two-year postgraduate course.

* *Education in* 1965, Section III, paragraph 13.

26. Both schools have started work on the planning of their permanent buildings. The Manchester Business School had at an early stage been allocated a site within the Manchester University precinct, in a position adjacent to the precinct of the University of Manchester Institute of Science and Technology (formerly known as the Manchester College of Science and Technology). During 1966, the London Business School reached agreement with the Crown Estate Commissioners to purchase the lease of a site adjoining Regents Park.

The College of Aeronautics, Cranfield

27. There was a further increase in the number of students entering the one-year and two-year postgraduate courses and the specialised short courses provided by the College, the Advanced School of Automobile Engineering and the Work Study School. A particularly strong growth occurred in the numbers studying industrial production and management subjects. Two new chairs were created, one in industrial management and one in production engineering.

28. Further progress was made in the provision of residential accommodation by the construction of twelve new staff houses and a prefabricated building providing 40 study-bedrooms, and the approval in principle of an extension to the Mitchell Hall of Residence to provide initially a further 84 study-bedrooms.

The Royal College of Art

29. It was decided that the College should develop as a chartered college granting its own degrees. The College would continue to receive grant from the Department, and would not be added to the U.G.C. grant list.

30. The total number of students in the College continued to increase, reaching 525 in October. This compared with 501 in 1965–66 and included 44 students from 20 Commonwealth and other overseas countries. The number of research projects (including research commissioned by government departments and industry) continued to increase. Two important exhibitions, one of silver and jewellery designed by present and former students, and the other of Rumanian art, were mounted at the College during the year. An important benefaction of £100,000 over seven years towards the running of the Department of Film and Television was received from Associated Television Limited.

d. Finance

Recurrent Grants

31. In order to give the universities a firm planning base for the first year of the quinquennium beginning August 1967 it was decided that a provisional recurrent grant should be given for that year so that it could be allocated between the universities before the end of 1966. On 6th December the Secretary of State announced that after considering the advice of the U.G.C. the figure had been settled at £147·5m. This did not include the cost of research still to be taken over from research council funds or provision for local authority rates which would be separately dealt with. The comparative figure for the academic year 1966–67 was estimated at £133m., including £3·4m. for the increase in academic salaries from 1st April 1966.

Capital Grant

32. Despite the economic difficulties facing the country in 1966, the approved university building programmes, in common with other education building, were unaffected and the £40m. programme for the financial year 1966–67 proceeded as planned.

University Accountability

33. During the autumn the Committee of Public Accounts examined the accounting arrangements in relation to university expenditure. At the end of the year their report was still awaited.

e. Publications

34. In October the U.G.C.'s annual statistical *Returns from Universities and University Colleges in Receipt of Exchequer Grant, Academic Year* 1964–65* was published. Their annual analysis of *First Employment of University Graduates*†, relating to those graduating in 1964–65 was published in November.

35. The University Grants Committee's Annual Survey for 1965–66‡, which includes a review of university development over the first four years of the current quinquennium, was published early in 1967; this includes also a review of the membership, organisation, and work of the committee.

36. *Residential Catering*, the first of a series of University Building Notes on various aspects of university building, was published in October§. This analysed the spaces and equipment required for catering facilities in residential accommodation, and discussed some of the ways in which these can be provided. The next publication in this series will relate to students' residential accommodation.

* Cmnd. 3106, H.M.S.O. 8s. 6d.

† *First Employment of University Graduates* 1964–65, H.M.S.O. 5s. 6d.

‡ *Annual Survey, Academic Year* 1965–66 *and Review of University Development* 1962–63 *to* 1965–66. Cmnd. 3192. H.M.S.O. 4s. 0d.

§ *Residential Catering*. U.G.C. University Building Note, H.M.S.O. £1 0s. 0d.

SECTION IV

WALES AND MONMOUTHSHIRE

The Disaster at Aber-fan

At about 9.15 a.m. on 21st October, as the children in the Pant-glas Junior and Infants School, Aber-fan, were taking their places in class after morning assembly, the tip at the top of the mountain slope above the village collapsed and an avalanche of colliery waste and slurry poured down on the village. The main building of the Pant-glas Junior and Infants School was engulfed. The avalanche broke through the roof and windows and filled the classrooms with debris and sludge. One corner of the Pant-glas County Secondary School was also carried away. In the Junior and Infants school five teachers, including the head teacher, Miss Ann Jennings, and 107 children lost their lives. These were mostly in the classes containing the older children. Seven children in the Pant-glas County Secondary School lost their lives.

Within a few days of the disaster it became clear that both the Pant-glas Schools would have to be abandoned. What remained of the main Junior School building was demolished. Arrangements were made by the Merthyr Tydfil local education authority, in whose area the village of Aber-fan lies, to accommodate the pupils from the Pant-glas Secondary School in demountable prefabricated huts on the site of the Secondary School in the neighbouring village of Troed-y-rhiw. The Pant-glas Secondary School was in any case due to be merged, along with the Troed-y-rhiw Secondary School and the Grammar School at Quaker's Yard, in a new comprehensive school, at another site in the village of Troed-y-rhiw, which was at this time already under construction and was due for completion in September 1967. In the meantime the children of the Pant-glas Secondary School were integrated with those in the Troed-y-rhiw School by an arrangement which ensured that there were not less than ten Pant-glas children in any combined class. The teaching staff of the Pant-glas Secondary School were also transferred into the Troed-y-rhiw School.

Provision for the survivors of the Pant-glas Junior and Infants School offered more serious problems. Before the end of the year it had been decided to provide one large new primary school to replace not only the Pant-glas Junior and Infants School and the small Aber-fan Infants School but also the Primary School at Merthyr Vale on the opposite side of the valley. A site for the new school was made available in Aber-fan Park. Public Notices under Section 13 of the Education Act 1944 proposing the establishment of the new school were issued in November 1966. The Authority were informed by the Department that a building allocation would be available.

Temporary provision for the survivors of the Pant-glas Junior and Infants School was made in the form of demountable huts erected on the site of the Merthyr Vale Primary School. The Merthyr Tydfil Authority were able, with

the assistance of the Glamorgan Local Education Authority, to erect these within four weeks of the disaster. It proved, however, that the parents were not willing to send their children to this school, which was more than a mile from the site of the destroyed Pant-glas Junior and Infants School; and subsequently the Authority decided to erect a temporary school on the Aber-fan Park Site, to be used until the permanent school was completed.

Within a few days of the disaster, the Merthyr Tydfil Authority set up an Educational Centre in two caravans in Aber-fan Park, to serve as a supply base from which the surviving children from the Pant-glas Junior and Infants School could obtain books, art and craft and writing materials, and as a communication point where parents could obtain information and seek confidential interviews. A hall in the village was used for games and the showing of films and other recreation.

a. Some Key Developments

1. The paragraphs which follow deal with some specifically Welsh matters; they should be considered, however, with those dealing with England and Wales as a whole.

Progress of Secondary School Re-organisation in Wales

2. By July 1966, which was the final date for the submission by local education authorities of schemes of secondary re-organisation, all but two of the 14 local education authorities in Wales whose secondary education was not already organised on a comprehensive basis had submitted schemes of re-organisation for all their areas. Two authorities, the County Boroughs of Cardiff and Newport, had had their plans approved before July 1966, though that for Cardiff was only a plan for an interim period. Schemes for part of Glamorgan were also approved. The schemes of the remaining authorities were still being considered in the Department at the end of the year.

Proposal for Welsh Polytechnic

3. Amongst the list of Colleges provisionally proposed for designation as Polytechnics following the issue of the White Paper *A Plan for Polytechnics and other Colleges** was the Glamorgan College of Technology, Treforest, which is the only Regional College in Wales. The proposal to designate this College was considered by the Welsh Joint Education Committee, in their capacity as Regional Advisory Council for Further Education for Wales, before the end of the year. The Committee agreed to the proposal to designate the College at Treforest, and recommended that Glamorgan l.e.a. should submit detailed plans for this purpose, when the Department was ready to invite submissions. The official letter accompanying the White Paper had also proposed that there should be further consultations between the Department and the Welsh Joint Education Committee about the best arrangements for North Wales. These consultations were expected to take place early in 1967.

Library Advisory Council (Wales)

4. This Council, established under Section 2 of the Public Libraries and Museums Act 1964 and consisting of 16 members under the chairmanship of Professor R. I. Aaron, Professor of Philosophy at the University College of

* Cmnd. 3006, H.M.S.O. 1s. 6d.

Wales, Aberystwyth, began work early in 1966 (see also Section II, paragraph 137). Two working parties were set up, one to study standards of provision with particular reference to the supply and training of bilingual librarians and the provision of books for readers in Welsh, and the second to examine the need for selective bibliographies dealing with Welsh culture and literature. Members of the Welsh Council were also appointed to serve on two joint committees with the English Council to study the adequacy of existing facilities for training librarians and the structure of regional machinery for inter-library co-operation.

5. The Welsh Council met twice during 1966 and there were five meetings of the working parties. Particular attention was given by the Council to the future development of the College of Librarianship at Aberystwyth and to the place in Wales of the structure of inter-library co-operation. A translation into Welsh of the model bye-laws for Public Libraries was made available to all Public Library Authorities in Wales. A survey was made of the bilingual staffs currently employed by Library Authorities in Wales, and the difficulties experienced in training librarians for work in a bilingual situation were examined.

Curriculum Development Work and Development Groups in Wales

6. Teachers in Wales showed themselves keenly interested in the developments which are now proceeding in the restructuring of the curriculum. A few schools were involved in the Nuffield " O " level chemistry project, while very active groups of teachers in Anglesey and Cardiff were taking part in the junior science and mathematics projects. Schools in Newport and Monmouthshire joined in the second phase of these projects. The " French in the primary school project " engaged the active interest of teachers in Monmouthshire. At Ebbw Vale, for instance, which was one of the areas chosen for a pilot experiment, a development group of teachers was organised to prepare aids and other materials to supplement the Nuffield Foundation provision for French. Such development work was not confined to the " official " projects. At Swansea an experimental course in teaching French by audio-visual methods has been developed in one primary school, and because of its evident success, it is proposed to extend the development work to other schools. Again, a number of schools and teachers grouped around and led by the members of the staff of the Caerleon College of Education have been developing materials and programmes for teaching " set " mathematics in primary schools; and a panel of local teachers, led and supported from the University College, Swansea, has been engaged in collating material for a series of about 30 field excursions in South Wales suitable for upper school students of geography. This development project is well advanced and the results will be published.

7. A number of development projects were related to " new resources " for learning. Thus, an experiment with programmed material in a group of secondary schools was reported in 1963 at Swansea, and a member of the staff of the Swansea College of Education developed and experimented with a teaching machine in a group of local schools. In Flintshire a group of secondary schools were engaged in experimenting with programmed courses. The Glamorgan Authority have experimented from 1963 onwards with a

teaching machine for instruction in mathematics, in one of its grammar schools. Three of the Collegiate Faculties of Education organised preliminary conferences of heads to discuss the curriculum implications of the raising of the school leaving age. They were attended by approximately 90 per cent of the heads concerned. Monmouthshire installed several language laboratories in their schools: two schools were developing the use of, and preparing programmes for, various kinds of teaching machines, and closed circuit television was installed in one large grammar school. The City of Cardiff College of Education was one of the colleges specially involved in experiments with closed circuit television and the staff were studying the contribution of television to classroom teaching. At Swansea the B.B.C. co-operated actively with the authority in developing methods of using television in the classroom.

8. Many development groups in Wales concerned themselves with the teaching of Welsh, the use of Welsh as a teaching language and the teaching of what may be broadly described as Welsh Studies. Most of these groups have been brought into being, supported and guided by local education authorities, and have set themselves the practical aim of designing improved courses and devising and actually creating new materials. Valuable work in local studies was started by groups of Breconshire teachers. Anglesey teachers have had for some time organised groups who have produced publications on the restructuring of Welsh and English language courses in primary schools. In Caernarvonshire similar groups are preparing courses and materials for infants and junior schools. Collections of poetry and folk tales, much of the material written by the teachers themselves, have been produced. A collection of songs and a series of film-strips to be used in conjunction with reading material in Welsh are being assembled. In addition, the teachers were working on Welsh readings on local studies and a translation of a geography text book. They have already published three graded Welsh readers. Equally important was the work of a group of infant teachers in the same authority collaborating with the primary school organiser in producing two schemes for teaching Welsh as a second language, together with 12 large picture books, 12 story books, speech games and books of puppet plays.

9. Glamorgan was also especially active in this field. Led by the authority's team of language organisers, groups of teachers there prepared two schemes for teaching Welsh in junior and infant schools respectively. The accompanying visual aids were particularly well produced and the whole scheme for junior and infants was adopted by several other local authorities and by independent organisations, such as Urdd Gobaith Cymru, in preparing their own publications for use in schools and by Welsh-speaking children and those learning Welsh elsewhere. The authority were also experimenting in one or two schools with the use of language laboratories for junior school children, and an imaginative and successful collaborative programme was arranged between two schools and the Atlantic College. Several junior schools have been equipped with miniature language laboratories, while three of the grammar schools installed language laboratories of the normal type.

Audio-Visual Aids Centre for the Teaching of Welsh

10. Following discussions initiated by the Department, the Welsh Joint Education Committee agreed to sponsor an audio-visual aids centre to serve the whole of Wales. As a first step panels were set up for the purposes of

(*a*) drawing up an interim standard of spoken Welsh, (*b*) preparing audio-visual aids for the teaching of Welsh as a first and second language in primary and secondary schools. The panel on the form of spoken Welsh has now completed its work and the preparation of the teaching aids and courses for schools and training courses for teachers on modern techniques of language teaching is now proceeding.

11. A purpose-built unit consisting of a language laboratory, control room, audio-visual room, practical rooms, library and administrative offices, is planned at an estimated cost of £30,000. The project was included in the 1966–67 major building programme and will be carried out by the Glamorgan l.e.a. on behalf of the Welsh Joint Education Committee.

b. Administration and Advice

Central Advisory Council for Education (Wales)

12. During the year, the Central Advisory Council for Education (Wales) had completed taking oral evidence from major educational bodies and teachers' and parents' associations.

13. Evidence based on an analysis of the Parental Attitude Survey carried out on a random sample of 1,222 parents of primary school children began to be available in the last months of 1966. This research was designed to provide a background of fact on social class distribution, language, urban-rural differences and the opinion of parents on various aspects of primary education, and a basis for discussion of the relationship between home, school and community. A questionnaire survey of the 100 primary schools which formed the sample for the Parental Attitude Survey threw valuable light on the relationships between the social services and the primary schools.

14. The Council completed its series of educational visits with a visit to the Republic of Ireland. This proved to be one of the most rewarding of the series. The visiting party, which included the chairman and secretary, were able to see an experiment in the scientific preparation of linguistic materials and the application of this research in a new scheme for the teaching of Irish as a second language in the primary schools, as well as visiting the Gaeltacht where Irish is the first language. In addition, they were enabled to visit colleges of education.

15. At the end of the year the Council was considering final drafts of its report.

c. The Schools

School Population

16. The number of pupils in maintained primary and secondary schools in January 1966 was 451,000 (447,848 in 1965). Of these, 23,209 were under five years of age and 178,190 were in secondary schools (24,377 and 178,681 in 1965). There were 1,781 pupils in the four direct grammar schools (1,655 in 1965) and 12,716 were in independent schools (13,731 in 1965).

Provision of New Schools

17. The major building programme for Wales for 1966–67 included 25 primary and 14 secondary school projects at a total cost of £5·4m. These will provide 6,980 primary and 10,410 secondary places. The allocation for 1967–68

was £6·7m. During the year under review, work valued at approximately £3·4m. was started. At the end of the year, major primary and secondary projects to the value of £6·6m. were under construction; these were designed to provide 7,130 primary and 8,735 secondary places. Buildings for 6,235 new school places were taken into use during the year, making a total of 209,075 new places provided in Wales since the end of the war.

Educational Building

18. Representatives of the elected members of the Consortium of Local Authorities in Wales (CLAW) met the non-member authorities in an attempt to persuade them to join the consortium. As a result, Merioneth, Denbighshire and Montgomeryshire subsequently applied for membership and were admitted.

19. The select sub-committee appointed to investigate and advise on the standardisation of building components began its work, in consultation with the Department's Building Productivity Group, with an examination of methods of construction adopted by other consortia. In a report to the Board of Chief Architects, the sub-committee recommended that the consortium should set up its own development group to evolve a rationalised method of construction, suitable to the needs of Wales, which could reduce planning time and increase site productivity. The report was endorsed by the chief architects and the recommendation was approved by the elected Members Committee. With the establishment of such a development group, working within co-ordinated terms of reference, it would be possible for researches into specialist services and technical co-operation to be more effectively pursued. During 1966 this work had been restricted by the lack of common policy on dimensions and building methods.

Closure of Schools

20. During the year 58 schools, including nine voluntary schools, were closed; 23 were in rural areas. 17 were closed because of low numbers, 13 on the opening of new schools and 28 as a result of reorganisation.

Supply of Teachers

21. In January 1966, there were 19,901 teachers in maintained schools, excluding nursery and special schools (19,641 in 1965). The numbers of teachers fixed by quota for authorities in Wales for 1967 was 19,576 (19,422 for January 1966). The average number of pupils per full-time teacher was 22·3 (22·8 in 1965).

Voluntary Schools

22. At the end of the year there were 404 voluntary schools in Wales; 158 were aided and 246 controlled. Maintenance contributions under section 102 of the Education Act 1944 amounted to £61,960. Instalments of grants towards the cost of transferred and substituted schools totalled £46,905 and for schools for displaced pupils £83,588. Grants of £339,310 were paid under section 1(2) of the Education Act 1959 towards the cost of aided secondary school provision to match primary school provision. Roman Catholic schools received £377,896 and Church in Wales schools £153,867.

Independent Schools

23. No new applications for registration under part III of the Education Act 1944 were received. One finally registered school was closed.

24. At the end of December there were 43 schools in Wales finally registered under the Act.

Provision for Handicapped Pupils: School for Deaf Children

25. Reference was made in the Report for 1965* to the agreement reached by local education authorities in Wales that the proposed new school for deaf children to replace the school in Llandrindod Wales should be sited in South Wales. Following discussion between the Special Services Sub-Committee of the Welsh Joint Education Committee and the Glamorgan local education authority, the latter undertook to provide the school and selected a site at Penarth. The project was included in the major building programme for 1967–68. The site chosen was a large education campus already housing a county secondary school and a special school for physically handicapped pupils. In addition to the new school for deaf pupils, the authority planned to build primary schools on this site. The choice of site reflected the authority's wish to establish educational and social links between the school for the deaf and the neighbouring county primary and secondary schools.

d. Further Education

26. The major building programme for 1966–67 contained 12 further education projects at an estimated total cost of approximately £1·6 million. These included an allocation of £105,174 for the Glamorgan College of Technology, Treforest, for the first phase of a new block to provide additional teaching accommodation for the Department of Civil Engineering and Building. The completion of this project, at a cost of a further £362,803 was also subsequently included in this programme. Other allocations in this programme were £218,502 for extensions to Llandaff Technical College, Cardiff, £187,917 for a second instalment of new building at the Cardiff College of Art, and £181,300 for extensions to the Pibwrlwyd Rural Technical Institute, Carmarthenshire.

27. The allocation for Wales for 1967–68 amounted to approximately £1·3m. Major projects for which allocations were made included one for the first phase of a new building for the College of Librarianship, Wales, at Bronpadarn, Aberystwyth. The building will provide a new library and associated teaching accommodation; it will enable the college more easily to accommodate the substantial increase in student numbers which the college expect in the next few years. Another project covered extensions to the College of Domestic Arts of South Wales and Monmouthshire, Cardiff. In September 1964 institutional management diploma courses were started at this college, which is now regarded as a major establishment of further education as well as a college of education. The extensions were designed to provide additional facilities for the institutional management courses. Also included was an allocation for the Glamorgan authority's education centre at Duffryn, which will provide in-service training for teachers, and will also serve as a residential centre for the use of responsible bodies under the auspices of the Welsh Joint Education Committee.

* Section IV, paragraph 26.

Industrial Training

28. The further education establishments of Wales showed a ready response to the demand for basic training courses in the engineering industry, particularly where group training schemes were involved. By the end of the year there were 22 technical colleges in Wales providing these courses, with 427 students, and close co-operation had been established between the Engineering Industry Training Board, the local education authorities, and H.M. Inspectors in providing and maintaining efficient training. Several colleges were providing full-time pre-employment courses for school leavers wishing to enter the construction and motor vehicle industries and the National Coal Board.

29. The education members of the Welsh Committee of the Industrial Training Council continued with their efforts to promote close links between industry and the colleges, and in particular to seek as much advance information as possible regarding the courses required and possible enrolments.

Proposed Agricultural College

30. Following discussions which the Secretary of State for Education and Science had with representatives of the Welsh Joint Education Committee early in 1965, the Joint Committee had agreed to explore a new basis for the financing of an agricultural college for Wales. Members of the Joint Committee would themselves find the capital cost of erecting the college (except for that part of it which would provide forestry education). In January 1966 the Joint Committee informed the Secretary of State that 14 out of 17 of their members had agreed to contribute to the capital cost of the college (in some cases with reservations). On this basis they concluded that there was sufficient support for the project to justify their going ahead. In October they set up a special panel to consider the courses to be provided, the cost and its distribution amongst contributing authorities, and possible sites.

Adult Education

31. Grants amounting to £103,481 for the academic session 1965–66 (as compared with £93,950 for 1964–65) were made to the seven responsible bodies providing courses of liberal adult education in Wales. The grants took account not only of the salary award to university tutors in April but also of the cost of an average increase of about 8 per cent in the volume of part-time work and also of additional full-time tutor posts for the University College of Wales, Aberystwyth, the University College of North Wales, and the North Wales district of the Workers' Educational Association. Student numbers showed an increase from 25,653 in 1964–65 to £25,848 in 1965–66.

32. At Coleg Harlech further progress was made in preparations for a start on the proposed new buildings. The total number of students in residence at the College during the session 1965–66 was 108, of whom 57 were from Wales, 40 from England, one from Scotland, one from Ireland and nine from overseas.

Adult Welfare

33. Under the Physical Training and Recreation Act 1937, five offers of grant amounting to £9,865 were made during the year towards the cost of community centres and village halls, and 30 offers of grant totalling £85,568 towards playing fields and other sports projects. Grants amounting to £4,410 were made to Welsh national voluntary organisations.

Youth Service in Wales

34. The youth service building programme for 1967–68 amounted to £314,000 and included 11 local education authority proposals for general youth clubs, five voluntary youth clubs and two regional and two sports projects.

35. During the year 14 offers of grant totalling £35,826 were made under the Social and Physical Training Grant Regulations 1939, towards the provision of premises and equipment for youth clubs provided by voluntary organisations. Offers of grant totalling £25,600 were made to Welsh national voluntary youth organisations towards the cost of headquarters and administrative expenses.

Sport

36. The Sports Council for Wales met for the first time in February under the chairmanship of Alderman Philip Squire. Membership of the Council includes representatives of local authorities, the Welsh Joint Education Committee, sports organisations and national bodies and members appointed jointly by the Secretary of State for Wales and the Minister for Sport. The Council has appointed an executive committee of 21 members. Specialist panels were also set up to survey existing facilities for recreation, to study the problems involved in a policy of dual use of physical recreation facilities controlled by local education authorities and industry, and to look into the possibilities of further development of water recreation.

37. A site for the proposed national recreation centre for Wales has been provided by Cardiff City Council in Sophia Gardens. Plans for the centre are under discussion.

Training of Teachers

38. All the Welsh colleges of education responded to the Secretary of State's latest appeal to achieve a greater output of trained teachers by means of more productive use of their facilities. They considered schemes for "box and cox" arrangements and for a four term year, but rejected these in favour of proposals to increase student numbers by still greater intensive use of their facilities on the lines on which they had already been working. The percentage increases of the individual colleges varied according to their particular circumstances, but an overall increase of over 20 per cent is expected to be achieved by these means by 1968–69. During the 1965–66 session total student numbers amounted to just over 5,000; by 1968–69 the corresponding figure will have risen to over 6,100.

39. It was recognised that, if these expansion proposals were to be implemented satisfactorily, certain additional physical facilities might be required at the colleges. Small building projects to provide this type of accommodation (e.g. tutorial rooms for additional members of staff, private study and cloaks/locker space for the extra students) had already been approved for some of the colleges. Proposals for building projects for some of the other colleges were under consideration at the end of the year.

40. The number of college of education students presented for first examination in the summer by the University of Wales School of Education was 1,544, and of these 1,481 (95·9 per cent) qualified for the award of the teacher's certificate. The comparable figures for 1965 were 1,091 presented, 1,037 (95·1 per cent) qualified. 59 ex-students who had failed in previous years to

qualify for the certificate were re-examined in one or more subjects and 35 retrieved their previous failure. Including graduates undertaking a year's course of professional training at the four University Departments of Education, and students at the two colleges of art, a total of 2,145 students (1,698 in 1965) successfully completed their courses of training and were recommended to the Department for recognition as qualified teachers. The figures included 83 from the two Colleges of Art and 546 from the University Departments of Education.

41. The number of students enrolling for supplementary courses grows smaller year by year. There were insufficient enrolments for the physical education (women) course at Barry and the course has again been withdrawn, as has the mathematics course at Trinity College, Carmarthen. There is, however, a steady demand for places at courses for teachers of handicapped pupils. A new course of this kind was instituted at Barry College of Education in September 1966. During the 1965–66 session four supplementary courses were conducted. These were attended by 59 students: 16 for physical education (men), 17 for arts and crafts, one for mathematics and 25 for teaching handicapped pupils.

42. During the 1965–66 session the collegiate faculties of education organised 149 refresher courses, lectures and conferences for serving teachers (121 in 1964–65). In September 1965, a conference on modern mathematics was held under the aegis of the University of Wales Faculty of Education at Gregynog Hall. The conference was organised by the Association of Lecturers in Mathematics Method, and its success persuaded the faculty to sponsor a similar conference, on primary school mathematics, in September 1966.

43. Certificates of proficiency in bilingual teaching were awarded for the first time, the former practice of endorsing certificates having been discontinued. There were 302 candidates for the new certificate, of whom 280 were successful; 66 of them receiving Form 1 of the certificate and 214 Form 3. Form 1 is awarded for proficiency in teaching Welsh and English as second languages Form 3 is awarded for proficiency in teaching Welsh and English as second languages and in teaching a subject or subjects through the medium of Welsh.

44. The problem of finding teaching practice places for the very greatly expanded student population of the colleges occupied much of the time and the attention of the University of Wales Faculty of Education during the past session. The faculty's standing committee surveyed the position and concluded that it would be possible, by an extension of existing arrangements, to meet the situation which will arise in the 1966–67 session. On the standing committee's recommendation the faculty appointed a working party to look for a long-term solution to the difficulties, which will increase as still larger numbers of students are admitted to colleges and university departments of education. The working party is expected to report early in the 1966–67 session.

45. The colleges of education have been preparing, under the aegis of their collegiate faculties of education and in consultation with academic departments in the university colleges, schemes for B.Ed. courses to be submitted to the university for approval. These are to be considered as soon as possible so that courses for Part I of the degree can start in the 1967–68 session.

46. The University Faculty of Education decided that exceptionally able candidates may be allowed to offer two advanced main courses rather than only one, as hitherto.

Public Libraries and Museums

47. The number of library authorities at the end of the year was 40. An order was made under section 6(5) of the Public Libraries and Museums Act 1964 authorising the Buckley urban district council to relinquish their library powers to the Flintshire county council. The Chepstow (Monmouthshire) rural district council have been authorised under section 12 of the Act to provide a museum at Caldicot Castle.

Welsh Joint Education Committee

48. The Joint Committee invited the authorities to establish a national scheme for the production of Welsh books for children. Fourteen authorities agreed to take part in the scheme and a Welsh books panel was established. This panel will be responsible for co-ordinating the activities of the authorities and for planning a publishing programme of general reading books for school children of all ages.

49. The work which the Joint Committee undertook in 1965 of producing an interim standard pattern of spoken Welsh was completed during the year. It is intended that the model will be used in the preparation of audio-visual aids to the teaching of Welsh as a second language and for general readers, and also in oral examinations. At the request of the Joint Committee the Glamorgan Authority agreed to establish a language unit to undertake the preparation of materials for the teaching of Welsh in schools. (See also paragraph 100 above.) This unit will serve the whole of Wales, and the needs of all the local education authorities in Wales will be taken into account in planning the work of the unit.

50. In 1966 9,072 candidates from 291 schools (5,230 and 216 in 1965) took the examination for the Certificate of Secondary Education. 144 candidates from 11 schools took Mode 2 examinations, set by the Committee's Chief Examiners and based on the schools' own approved syllabuses. 87 candidates from 7 schools took Mode 3 examinations, based on the schools' own approved syllabuses, set and marked by the schools and moderated by the Committee's chief examiners. Schools may ask to have any paper set in Welsh. 15 schools made such a request; 10 of these asked for a Welsh paper in religious knowledge only.

51. The Co-ordinating Committee for Science Education, which was established in 1965, collaborated with the Wales Area Committee of the Nuffield Foundation in organising two conferences for teachers in Mid-Wales and North Wales concerning the Nuffield " O " level science schemes. The conference held at University College, Bangor on September 19th and 20th was attended by 125 teachers and the conference at University College of Wales, Aberystwyth on September 21st and 22nd by 99 teachers.

52. The British Council invited the National Youth Orchestra of Wales to undertake a concert tour in Baden-Württemberg during Easter 1966. Concerts were given in the towns of Esslingen, Ulm and Schwenningen; one of them

was recorded and broadcast by the South German Broadcasting Corporation. During the last three days of the tour the members of the orchestra lived with families in Schwenningen. Invitations have been received for the orchestra to undertake a return visit to Baden-Württemberg. The orchestra, numbering seventy young players from all parts of Wales, was conducted by Mr. Arthur Davison.

53. The Joint Committee decided to establish a residential centre in Snowdonia to provide short courses for young people, teachers and youth leaders. A course for school pupils will also be planned as an extension of school work, as was envisaged in the Newsom Report. Caernarvonshire have accepted an invitation to administer the centre on behalf of the Welsh authorities.

SECTION V

FINANCE AND GENERAL

Introduction

1. This final section embraces matters which are common in various ways to the whole education service. These include, under finance, an account of public expenditure, developments in respect of teachers' salaries and superannuation, student support and educational building. Under a general heading are gathered notes concerned with educational planning and research, teaching aids and media, statistics, automatic data processing, the Department's library and information services. Lastly, notes on educational and cultural contacts by the Department in the international field are reviewed.

1. Finance

a. Public Expenditure

2. In 1965–66 public expenditure on education in Great Britain was £1,639m., compared with nearly £550m. ten years earlier. The main items are as follows :—

Table 15.—*Summary of public authorities' educational expenditure*

£ million

	Current	Capital	Total
England and Wales			
Local Education Authorities	1,093·3	141·4 (1)	1,234·7
Department of Education and Science ...	33·7	18·8	52·5
Scotland			
Education Authorities...	118·6	21·2 (1)	139·8
Education Department	16·7	2·8	19·5
University Grants Committee			
In England and Wales	100·6	67·0	167·6
In Scotland	16·0	9·1	25·1
Total			
England and Wales	1,277·6	227·2	1,454·8
Scotland	151·3	33·1	184·4
Total Great Britain	1,378·9	260·3	1,639·2

(1) From revenue and loans.

The above figures exclude expenditure of £100·0m. (£88·9 current and £11·1 capital) on school meals and milk in Great Britain.

The Department's Votes

3. For the financial year 1966–67, the three separate Votes, which formerly carried the Department's administrative costs, grants, etc., in connection with education (excluding universities), and awards to students were amalgamated to form a single Vote. Table 16 includes expenditure and receipts for all the education Votes for which the Department has accounting responsibility.

TABLE 16.—*Expenditure and Receipts on the Department's Votes*

Expenditure	£m.		Remarks
	1965–66 (gross)	1966–67 (gross estimate)	
1. Administration	7·3	8·4	
2. Grants to Local Education Authorities	85·7	95·9	Mainly school meals and milk.
3. Grants to Other Bodies ...	43·8	47·4	Includes loans to voluntary schools.
4. University Awards	2·5	1·6	
5. Universities and Colleges ...	193·9	219·9	
6. Teachers' Superannuation ...	51·3	60·7	
	384·5	433·9	
7. Receipts	66·1	82·1	Mainly superannuation contributions from teachers and employers.

4. The increase in 1966–67 in grants to local education authorities was mainly the result of higher costs and a bigger demand for school meals. Grants to other bodies included increased provision for direct grant schools, training of teachers, social and recreational education and educational research.

Expenditure by Local Education Authorities

5. In the financial year 1965–66 the current expenditure of local education authorities on education services in England and Wales was £1,108m., excluding expenditure on school meals and milk but including £16·2m. capital expenditure from revenue. This increase of £151m. (15·8 per cent) on the comparable figure of £957m. in 1964–65 reflected increased demand and further expansion of the service, as well as rises in costs which included increases in teachers' salaries and improved awards to students which came into operation in April and September 1965 respectively. The largest increases occurred in awards to students at universities and further education establishments (27 per cent), in the training of teachers and the youth service (both 25 per cent) and in the provision of further education (21 per cent). The cost of primary and secondary education rose by 15 per cent. Continued progress in the provision of new or improved educational buildings and equipment was reflected by a rise of 13 per cent in loan charges.

6. The Exchequer assists this local authority expenditure through the general grant paid by the Ministry of Housing and Local Government under the Local Government Act, 1958. The general grant for 1965–66 was based on estimates of local authority expenditure which included £1,110m. for education, after allowing for increases in pay and prices up to the autumn of 1965. The comparable figure for 1966–67 was £1,175m. but following negotiations between the local authorities and the government departments concerned in the autumn of 1966 these totals were increased to £1,115m. and £1,206m. to take account of further increases in pay and prices.

7. Part I of the Local Government Act, 1966, which received the Royal Assent in December makes provision for general grant to be replaced in April 1967 by rate support grants, one element of which, called the Needs Element, corresponds largely to general grant. Like the general grant, the new rate support grants will be paid by the Ministry of Housing and Local Government in aid of the revenues of local authorities. But whereas general grant is determined by the Government in the light of estimates of local authority expenditure on the general grant services, the total of rate support grants will be fixed in relation to estimated expenditure on the whole range of services provided by local authorities except housing and trading services. The Act also brings to an end from 1st April 1967 the grants paid by the Department under section 100 of the Education Act 1944 for school meals and milk. Local authority expenditure on these services will be taken into account for rate support grant in the same way as expenditure on education.

8. Following negotiations with the local authorities in the autumn, the totals of rate support grants were fixed at £1,254m. and £1,362m. for 1967–68 and 1968–69 respectively, and of these totals the needs elements were £1,027m. and £1,098m. In determination the total grants the Government took into account estimated expenditure of £1,391m. and £1,478m. on education services, including school meals and milk.

Inter-Authority Payments

9. Under the chairmanship of the Department's Accountant General, the Local Education Authorities Committee on Inter-Authority Payments* advises on recoupment and recommends the rates to be used for Inter-Authority adjustments.

Tables 17 and 18 show the rates which were recommended for 1966–67 and previous years.

TABLE 17.—*Costs per pupil*

(for adjustments in respect of primary and secondary school pupils living in one area and educated in another)

	Financial Year			
	1963–64 £	1964–65 £	1965–66 £	1966–67 £
Primary Pupil	70	71	80	83
Secondary pupil aged under 15	107	—	—	—
,, ,, ,, 15 or over	188	—	—	—
,, ,, ,, under 16	—	121	140	150
,, ,, ,, 16 or over	—	242	280	260

Note:—For 1964–65 and subsequent years the point of division for secondary school pupils was changed from 15 to 16. In recommending this change the Committee noted that under the Education Act 1962, the age of 15 no longer corresponded with the age of compulsory school attendance. They considered, too, that the division at age 16 most nearly reflected the increase in the cost of educating a secondary school pupil when he commenced sixth form work. For 1966–67 the Committee, in determining the rates to be recommended for secondary school pupils, revised the method of allocation of costs between the two groups.

* Acting under section 6 of the Education (Miscellaneous Provisions) Act 1948, for primary and secondary education, and under section 7 of the Education (Miscellaneous Provisions) Act 1953, for further education.

TABLE 18.—*Costs per student hour*

(for recoupment payments for further education)

	Academic Year		
	1963–64	1964–65	1965–66
	s. d.	s. d.	s. d.
Technical and Art Colleges			
School level work	4 6	5 2	5 3
Intermediate level work	5 10	6 9	6 11
University level work	11 0	12 5	12 9
Farm Institutes			
Boarding	£166 per year	£170 per year	£167 per year
Tuition (*a*)	£356 per year	£410 per year	£431 per year
or (*b*)	5s. 6d.	6s. 4d.	6s. 10d.

Cost Investigation Unit

10. The information that was collected, during the latter part of 1965, from the local education authorities maintaining agricultural institutes enabled the Department, for the first time, to supply them with very detailed comparative statistics regarding the cost, so far as it could be assessed, of performing the extremely varied educational and associated agricultural activities carried on in these specialised establishments. In a number of cases where the statistics showed aspects of the management of these establishments that appeared to warrant further enquiry, visits were made to the institutes and authorities concerned to try to assess the main factors behind the variations in cost and, where possible, to suggest methods that would lead to increased efficiency, better use of resources and greater value for money without impairing the standards desired by either the institute or its maintaining authority. Officers of the authorities and the institutes with whom particular matters were taken up welcomed the opportunity to discuss the management of their own establishment in the light of experience elsewhere.

11. During the year, the unit undertook a number of individual investigations into various schools and educational establishments, some of which were being maintained by local education authorities and others by independent bodies, and several of these investigations were carried out at the direct invitation of the school or body concerned. In a large number of cases, it was possible to recommend improved methods of administration and management that would lead to greater overall efficiency.

12. Further work, by way of a limited pilot study, was carried out with the assistance of two local education authorities and schools into the possibility of devising new techniques that might be valuable in assessing the effectiveness of the resources being employed in parts of the education service. This work has entailed a study in considerable depth of the organisation and cost of the operations and functions performed in a school of the type selected for this initial exercise. The willing co-operation of the officers and staffs of the authorities and schools concerned was most encouraging.

b. Teachers' Salaries and Superannuation

Composition of the Burnham Committees

13. When the Secretary of State established new salary negotiating committees under the Remuneration of Teachers Act 1965*, he kept the composition of the Teachers' Sides the same as under the old Burnham Committees. During 1966 representations were made by two teachers' associations that this composition should be changed. In the absence of agreement between all the associations represented on the Teachers' Sides, and after discussions with each of those associations in turn, the Secretary of State re-constituted the committees, making some changes.

Teachers' Salaries

14. The 1965 Report† recorded that both the Primary and Secondary Committee and the Further Education Committee had set up working parties to consider certain problems. The working party of the Primary and Secondary Committee reported to the full Committee in July that it had agreed that a national basis for calculating salaries for part-time teachers should be introduced, and the Committee agreed that appropriate arrangements should be included in the next statutory salaries document. The working party was unable to reach agreement on the two other matters remitted to it, namely, problems of safeguarding salaries arising from secondary reorganisation and the calculation of unit totals. The working party set up by the Further Education Committee was nearing completion of its task by the end of the year.

Salary Negotiations

15. The salary settlements embodied in the 1965 statutory documents were intended to last until 31st March 1967. The Teachers' Panel of the Primary and Secondary Committee tabled its claim for revision of the current settlement at a meeting of the Committee on 4th November.

Consolidation of the Teachers (Superannuation) Acts

16. A Teachers' Superannuation Bill was introduced in the House of Lords on 27th October; at the end of the year it had been considered by the Joint Committee on Consolidation Bills and was awaiting recommittal to a Committee of the whole House. The Bill proposed to consolidate with the provisions of the Teachers' Superannuation Act 1965 the few remaining provisions of the Teachers (Superannuation) Acts 1918 to 1956 which were not or will not be repealed by that or any earlier Act. The greater part of the repeals specified in the 1965 Act will not take effect until the Secretary of State makes regulations under section one of the Act which, as explained in the 1965 Report‡, will put teachers' superannuation mainly on a regulation basis in common with most other public service pension schemes. When the Bill becomes law and the regulations have been made the provisions governing the superannuation of teachers who have not already been pensioned will be much easier to ascertain. The basic financial provisions relating to superannuation contributions and actuarial valuations will be contained in one Act and superannuation regulations will cover all remaining matters apart from certain discrete subjects such as widows' and other dependants' pensions and interchange of superannuation rights, which will continue to be governed by separate statutory instruments.

* *Education in* 1965, Section V, paragraph 16.
† ibid, paragraphs 20 and 21.
‡ ibid, paragraph 25.

Teachers' Superannuation Regulations

17. The considerable task of drafting the regulations to be made under section one of the 1965 Act (paragraph 16) was begun as soon as the regulations relating to widows and other dependants of teachers had been made (paragraph 18). The Act provides that the Secretary of State shall consult representatives of local education authorities and of teachers before making the regulations, and copies of the prepared draft were sent to the bodies concerned for their comments on 29th November. As the draft incorporated a number of minor policy changes, final comments of the bodies consulted were not expected before February 1967.

Widows' and Other Dependants' Pensions

18. The 1965 Report* explained that the Teachers' Superannuation Act 1965 enabled the Secretary of State to make regulations which would give effect to the proposals for the introduction of pension schemes for the widows, children and other dependants of teachers. These regulations† were made and brought into effect on 1st April 1966. They followed closely the proposals contained in the working party report‡, but introduced a number of improvements. The most important of these provides that if a teacher dies after service of more than three years, but less than ten, his widow, if she is over 50, receives a pension, even though she has no dependent children.

19. The schemes and the fund formed by the teachers' contributions are administered by the Department under the general direction of a board of management representative of teachers and their employers; the teachers' representatives are in the majority, and the chairman, Mr. E. Homer, is a serving teacher.

20. All men in service on 1st April 1966, had the option of taking part in the widows' and children's pension scheme, and by the end of the initial option period, which the Board of Management deferred from 30th June to 31st July 1966, some 44,800 teachers had applied.

21. Teachers who died after the enabling Act passed into law on 22nd December 1965, and before the end of the initial option period, were deemed to be members of the scheme even if they had made no formal application. The number of awards made to the dependants of 280 teachers who died during this period were 253 widows' pensions, 24 short service widows' pensions, and pensions for 254 children of 145 teachers.

22. Benefits under the scheme are, in the main, related to the period of service covered. Previous service may be paid for by additional contributions from salary to the age of 60 (Method I), or 65 (Method II) or by deduction from the lump sum payment on retirement or death (Method III). Method III may also be combined with either Method I or Method II. The table which follows

* *Education in* 1965, Section V, paragraph 25; see also paragraphs 22–24.

† *The Teachers' Superannuation* (*Family Benefits*) *Regulations* 1966, S.I. 1966/357, H.M.S.O. 3s. 0d.

‡ *Family Pension Benefits for Teachers in England and Wales*, H.M.S.O. 3s. 6d.

gives an analysis of the membership for whom complete records were available at the end of the year and shows the methods by which they elected to pay for previous service, if any:—

TABLE 19.—*Membership of the widows' and children's pension scheme*

Age on 31.12.66	Under 30	30–44	45–59	60 and over	Totals
Members paying for previous service:					
by Method I	6,185	12,368	3,458	—	22,011
by Method II	—	6,078	4,528	154	10,760
by Method III	244	1,838	2,362	482	4,926
by combined methods ...	18	1,107	3,483	390	4,998
No previous service	472	187	38	—	697
TOTALS	6,919	21,578	13,869	1,026	43,392

23. Men entering or re-entering pensionable service for the first time between 1st April 1966 and 31st March 1969 also have the option of taking part in the scheme; those whose service begins after that period will be members compulsorily.

24. The dependants' pension scheme, to which both men and women teachers may belong, imposes no time limits for application, but some 250 inquiries were received during the year, and 101 teachers were accepted into membership.

25. It was estimated that the contributions to be paid into the fund for the first year of its operation would be about £1·9m.

Actuarial Valuation 1956–61

26. The report of the Government Actuary on his enquiry into the financial position of the teachers' superannuation scheme in England and Wales as at 31st March 1961 was published on 10th January*. The valuation balance sheet disclosed a deficiency of nearly £148m. which had arisen as a result of the working of the scheme since 31st March 1956, mainly due to a rise of over 45 per cent in the level of teachers' salaries during the period. In order to make good the deficiency by the expiration of a period of 40 years from 1st April 1966, the Government Actuary certified in accordance with the provisions of section 4(1) of the Teachers (Superannuation) Act 1956 that supplementary superannuation contributions were required from employers at the rate of two and a half per cent per annum. Employers of teachers in contributory service (other than those in schools accepted under the special provisions of the Teachers Superannuation (Independent Schools) Scheme 1963, which is on a separate valuation basis) were informed on 31st January that under section 4(2) of the 1956 Act the supplementary contributions would be payable from 1st April. Employer's contributions were thus increased from six per cent to eight and a half per cent from that date. The rate of superannuation contributions paid by teachers is not affected by valuation deficiencies.

* *Report by the Government Actuary on the Teachers Superannuation Scheme (England and Wales)* 1956–1961, H.M.S.O. 1s. 6d.

Superannuation of Part-time Teachers

27. The official working party established by the Secretary of State in April 1965 to examine the question of superannuation rights for part-time teachers continued its work throughout the year. When the working party had decided the broad outline of its recommendations for part-time teachers in primary and secondary schools, it made an interim report to the Secretary of State in July suggesting that pension arrangements might be introduced during 1967. This enabled the Secretary of State, in August, to consult the teachers' and employers' associations represented on the working party about the recommended arrangements for such teachers while the working party continued to consider the many complicated and detailed issues still outstanding, including the possibility of extending the arrangements to other teachers.

Statutory Instruments

28. In June the Secretary of State made the *Teachers Superannuation (Defence Services Schools) Scheme* 1966*. The scheme supplemented existing arrangements for giving additional pension credit for teaching service in defence services schools in unhealthy places overseas by providing that the normal pensionable age of sixty would be reduced in each case in proportion to the amount of such service, subject to a minimum pensionable age of 55. Teachers with forty years or more of service for calculation of pension up to the reduced age would thus be able to reckon up to five years of further service thereafter.

29. The National Insurance Act 1966 made provision for the payment of graduated contributions amounting to half per cent of that part of an employee's earnings lying between £9 and £30 a week. These contributions, together with an equal amount payable by employers, are to finance the system of earnings-related supplements to unemployment benefit, sickness benefit and widows' allowance introduced by the Act. Because the contributions are payable by both those who are contracted out of the graduated pension part of the national insurance scheme and those who participate in it, it was necessary to amend the definition of " participating employment " in the National Insurance (Modification of Teachers Superannuation Acts) Regulations 1963 to ensure that teachers with contracted-out status did not become subject to the abatement of teachers' superannuation contributions and benefits for which the regulations provide. The Secretary of State accordingly made the *National Insurance (Modification of Teachers Superannuation Acts) Amending Regulations* 1966† for this purpose; the regulations came into operation on 5th October, the date from which the new half per cent graduated contributions became payable.

30. The 1965 Report mentioned‡ that the Pensions (Increase) Act 1965 enabled regulations to be made which would confer appropriate increases on teachers who had been employed in the College of Domestic Arts of South Wales and Monmouthshire. The teachers concerned had ceased to be subject to the Federated Superannuation System for Universities on 1st September 1947 and became subject to the Teachers (Superannuation) Acts, with the result that their F.S.S.U. pensions could not be increased under university arrangements

* S.I. 1966/770, H.M.S.O., 5d.

† S.I. 1966/1192, H.M.S.O., 3d.

‡ *Education in* 1965, Section V, paragraph 27.

as they could have been had they continued to be university teachers. In October the Secretary of State made the *Pensions Increase* (*College of Domestic Arts of South Wales and Monmouthshire*) *Regulations* 1966* which had the effect of removing this anomaly.

University Teachers' Salaries and Superannuation

31. On 16th February it was announced that the salaries of university teachers other than clinical medical staff would be increased by 5 per cent from 1st April 1966. An increase for clinical teachers was deferred by the prices and incomes standstill but on 15th December it was announced that they would receive salary increases linked to those given to hospital medical staff under the award resulting from the report of the Review Body on the recommendation of doctors and dentists. Payment of the increase which would take effect from 1st October would commence on 1st July 1967.

32. The working party under Sir George Maddex continued with their review of superannuation arrangements for university teachers.

c. Student Support

Overall Numbers

33. With the expansion of higher education the number of student awards from all public sources—local education authorities, the research councils, and government departments—continued to increase. In 1964–65 the number of first degree and lower student awards for higher education in payment from authorities in England and Wales was 225,204 at a cost of £56·8m. In 1965–66 the corresponding figures were 262,000 and £71·0m. Postgraduate awards paid by the Department, the research councils and i.e. as numbered 11,256 in 1964–65 at a cost of £5·78m. Provisional figures for 1965–66 are 13,200 and £7·1m. respectively.

Local Education Authority Awards

34. Circular 4/66, issued in April, was a comprehensive document which consolidated, and in a number of minor respects modified, the advice given to local education authorities in previous circulars and administrative memoranda about the exercise of their powers to make awards to students under the Education Act 1962.

35. The University and Other Awards Amending Regulations 1966†, which became effective on 1st September 1966, also introduced a number of small changes, mainly on the administration of the duty awards to students following first-degree and comparable courses.

36. A number of informal visits were made by officers of the Department to individual local education authorities in order to discuss the day-to-day problems experienced in administering the Awards Regulations. These visits, which began towards the end of 1965, were extended to nearly one-half of the 162 authorities in England and Wales. These have been welcomed by the local authorities as helpful in straightening out practical problems and will continue.

* S.I. 1966/1339. H.M.S.O. Unpriced.

† S.I. 1966/985, H.M.S.O., 8d.

State Scholarships

37. The number of state scholars at universities in Great Britain has now declined to 720. It is expected that by 1972 all holders of state scholarships will have completed their courses.

Mature State Scholarships

38. Thirty scholarships for mature students were again available in 1966 and 24 were awarded. These scholarships are available to men and women over the age of 25, who for a variety of reasons were unable to take a university course at the normal age, and are awarded for courses in liberal studies only. Applications were received from 153 men and 40 women, all of whom were able to show evidence of continued study since leaving school, either by attendance at Workers' Educational Association or university extra-mural classes, full-time residential colleges for adult education, or by correspondence courses. A bus driver, a crane operator, a shop manager, a marine radio officer, a work study engineer, a universal miller, and a farm worker were among this year's successful candidates.

39. Since the scheme began in 1947, 535 scholarships have been awarded, 427 to men and 108 to women. Of the 399 students who have so far completed their courses, 361 gained honours degrees, 37 of them with first class honours.

State Studentships and Other Awards for Postgraduate Study

40. State studentships were again offered for courses lasting not more than one year, and major state studentships for courses lasting for more than one but not exceeding three years. Both categories of studentships were available for courses in the humanities leading to a higher degree or to a postgraduate diploma or certificate, but excluding in the latter case courses mainly professional or vocational in character. In previous years the Department's scheme of postgraduate awards had embraced courses in arts and social studies, but the setting up of the Social Science Research Council in December 1965 led to that Council taking over responsibility for postgraduate awards for social science courses.

41. The revised arrangements were described in Circular 14/66 which superseded Circular 5/65. This Circular reviewed the whole field of awards made by government departments and research councils, and reiterated the Secretary of State's view that grants should be made available by local education authorities to students pursuing courses after graduation which are shown to be necessary or clearly relevant to the careers they propose to follow and which are outside the scope of Government schemes.

42. Following the report of the Committee on Latin American Studies, set up by the University Grants Committee under the chairmanship of Dr. J. H. Parry, ten major state studentships were earmarked in 1966 for postgraduate Latin American studies.

43. During the summer, the State Studentship Selection Committee, composed of senior members of staffs of universities in England and Wales, under the chairmanship of Dr. A. E. Sloman, Vice-Chancellor of the University of Essex, reviewed 1,595 applications for major state studentships and 748 for state studentships (of which 86 and 15 respectively, were within the field covered by the Hayter Report, and 33 and 7 respectively were within the field covered by

the Parry Report). The results were announced in stages as degree results became known. Awards were offered to 855 candidates (559 major and 296 state studentships). 521 major state studentships and 240 state studentships were accepted. Thirty-two of the successful candidates (21 and 11 respectively) were allowed to postpone their studentships for one year, which many of them proposed to spend abroad.

Awards to Polish Students

44. These have now declined to 4 and it is expected that by 1968 the Scheme for the Education of Poles in Great Britain will have worked itself out.

d. Educational Building

Building Progress

45. The figures for 1966 and the previous three years are as follows:—

Table 20.—*Educational Building* 1963–66[1]

£ million

	Value of projects started in:—				Value of projects completed in:—				Value of work under construction at end of 1966
	1963	1964	1965	1966	1963	1964	1965	1966	
Major projects:—									
Primary and Secondary Schools	71·8	56·6	58·8	77·9	59·0	76·7	70·9	63·6	123·9
Further Education[2]...	13·2	18·2	10·4	17·1	18·5	13·8	11·2	18·4	32·0
Colleges of Education	7·3	6·5	6·2	6·6	11·4	6·8	8·7	7·9	10·2
Special Schools and school health projects	2·7	3·2	3·1	4·5	2·9	2·6	2·7	2·7	6·9
Total	95·0	84·5	78·5	106·1	91·8	99·9	93·5	92·6	173·1
Other projects... ...	24·4	26·4	28·5	29·7	22·6	26·1	28·3	27·9	12·2
All projects	119·4	110·9	107·0	135·8	114·4	126·0	121·8	120·5	185·3

Notes:—

(1) These figures do not include site purchase, professional fees, or the cost of furniture and equipment.

(2) The figures for further education do not include Colleges of Advanced Technology.

46. With larger educational building programmes in prospect for 1967 and 1968, progress in 1966—particularly on buildings for further education—gave rise to concern. In his speech to the annual conference of the Association of Education Committees, the Secretary of State outlined a number of measures aimed at reducing the time spent on the planning stages preparatory to the commencement of actual building operations. Subsequently, consultations took place with representatives of the local authority associations. The steps taken to speed up the execution of building programmes were too late to be reflected in the record for 1966 but will be increasingly significant in subsequent years. At the end of the year the Department was intensifying its work on progress management as a means of identifying other ways of improving performance.

Minor Works

47. The allocation for minor works was set at £25m. for 1966–67. The allocation for minor works for 1965–66, originally announced as £21m., had been increased in December 1964 to £24m.

School Building Costs

48. In the first six months of the year the basic net cost on tender averaged £189·5 per place for new primary schools (£188·5 in 1965) and £343·4 per place for secondary schools (£335·5 in 1965). Average areas per place were 40·7 sq. ft. for primary schools and 72·6 sq. ft. for secondary schools (41·3 sq. ft. and 72·4 sq. ft. respectively in 1965).

School Building Cost Limits

49. Because of general rises in building costs since 1964 when the cost limits for school building were last increased, it became increasingly difficult to obtain tenders within the cost limits in many areas. In August Administrative Memorandum 13/66 announced an increase in school building cost limits of $8\frac{1}{2}$ per cent from £190 to £206 for primary schools and from £338 to £367 for secondary schools.

Higher Education Building Cost Limits

50. A working party set up jointly by the University Grants Committee and the Department to study standards of accommodation and cost limits for non-residential accommodation in universities, colleges of education and colleges of further education submitted a report on non-specialised accommodation during the course of the year. A number of the working party's recommendations were embodied in a proposed general revision of the cost limits for higher education, which was under consideration at the end of the year. By that time, the working party was preparing a further report on science accommodation in institutions of higher education.

Building Productivity Group

51. The group continued to give technical advice to industry and to individual local authorities. In addition to providing the chairman and technical support for the Department's Technical Co-ordination Working Party the group also provided the chairman of the Technical Working Party of the newly formed Metropolitan Architectual Consortium for Education (MACE).

52. Following from the work on dimensional co-ordination the group produced a detailed functional performance specification for internal partitions for educational buildings. This specification met the individual requirements of the local education authority consortia and in consequence it was possible to group the consortia programme requirements for partitions into a single large programme. In November the Department, acting on behalf of the educational consortia, invited industry to submit tenders for this programme. The offer of larger continuous programmes of work is intended to encourage industry to use new materials and advanced production techniques resulting in better value for money and increased productivity.

53. At the end of the year the group was preparing further performance specifications for doors, glazed screens, windows and cladding. A further building bulletin on dimensional co-ordination was also in course of preparation.

Development Projects

54. The primary schools at Rolls Road, Camberwell which was designed by the Development Group in association with the Curriculum Study Group and the Central Advisory Council (England) was completed in May 1966.

55. The residential special school for senior maladjusted boys, at Hailey Hall, Hoddesdon, Hertfordshire was completed in December 1966.

56. Work started in October 1966 on the site for the sixth form centre at the Rosebery School for Girls, Epsom, Surrey.

57. Planning proceeded during the year on a school for children in the age-range 9 to 13 years. The school is to be built in Bradford, Yorkshire and work is expected to start on the site in May, 1967.

58. In conjunction with the University Grants Committee, the Consortium of Local Authorities Special Programme (CLASP) and the architects to the new university at Bath, the Department embarked on a joint study to extend the application of industrialised building for higher and further education through the medium of CLASP as applied to the new buildings of the university.

59. The work already done in association with CLASP and the Ministry of Public Building and Works on the design of fixed furniture for primary schools was extended to include also loose furniture. It was planned to use the furniture so designed, both fixed and loose, to equip a CLASP school in Manchester in April 1967. Work also began on designing a range of fixed furniture for secondary schools and it was proposed to extend this work later to loose furniture.

60. Research carried out jointly with the Furniture Industry Research Association into the detailed anthropometric requirements of furniture for school children aged 3½ to 18 years was completed during the year. A building bulletin embodying the results of the research was in course of preparation for publication early in 1967.

Consortia

61. The value of the CLASP building programme rose to about £16 million in 1966–67 and is expected to reach £20 million in 1967–68. To cope with the organisational problems created by this increase it was decided to set up a central group to co-ordinate the programme and later to sponsor contracts for components on behalf of the member authorities. Records of manhours on the first buildings erected on the Mark IV version of the system showed that the main aim of this new development—reduction of site labour time—was being achieved on those elements where the main development work had been concentrated. Further work was undertaken, with the aim of bringing down the time required for under-site drainage works and for the erection of internal partitions and roofs.

62. The Second Consortium of Local Authorities (SCOLA) also increased its programme—to £9 million in 1966–67. Northumberland County Council, previously an associate, became a full member. The outer London boroughs of Croydon and Merton joined as associates and a number of others expressed interest. A central development and management group was set up to carry through the larger programme. A Mark II version of the system was developed,

based on the recommendations in the Building Bulletin *Controlling dimensions for Educational Building*.* At the end of the year prototypes were in course of erection and the new version was expected to be fully operative for the 1967–68 programme.

63. The South Eastern Architects Collaboration (SEAC) experienced an even more rapid expansion. From a value of £6½ million in 1965–66 its building programme seemed likely to grow to over £12 million in 1966–67 and to £17 million in 1967–68.

64. The building programme of the Consortium for Method Building increased from £4 million in 1965–66 to about £5 million in 1966–67. Nottingham County Borough and the outer London boroughs of Ealing and Havering joined the consortium as associate members; in addition a number of buildings in different parts of the country were in progress as private members' projects.

65. Three more counties joined the Consortium of Local Authorities in Wales (CLAW); all but four of the local education authorities in the Principality were then in membership. Agreement in principle was reached on the setting up of a central development team with a view to adopting standard systems of frame construction in steel, reinforced concrete and load-bearing brick.

66. In the Organisation of North Western Authorities for Rationalised Design (ONWARD) development work continued on systems based on rationalised traditional, timber and heavy concrete or steel construction, with dimensional co-ordination to permit the maximum use of standardised components.

67. Nine of the member authorities of the Anglian Standing Conference adopted the system of rationalised traditional construction developed by the Bedfordshire County Council and planned to start some £3 million of educational building and £1 million of other work in the system during the 1966–67 financial year and to achieve a 25 per cent increase in 1967–68. Five of the user authorities collaborated in further development of the system.

68. During the year a new consortium—the Metropolitan Architectural Consortium for Education (MACE)—was set up, comprising seventeen local education authorities in Greater London and the Home Counties. A full-time development group was established to develop a suitable building system to be brought into operation by 1969. Arrangements were also made to extend, and to make available to all members, the rationalised purchasing arrangements already operated by some of them.

69. The year witnessed increasing interest in LASMEC (Local Authorities School Meals Equipment Consortium) heavy kitchen equipment in England and Wales and elsewhere. Trials were made in residential establishments and one government canteen as well as in school kitchens. Increasing interest in the new equipment was shown by catering equipment firms. In the course of the year the British Standards Institution made plans for the issuing of a provisional British standard for this modular equipment.

70. The Consortium of Local Education Authorities for the Provision of Science Equipment (CLEAPSE) increased its membership to 37 with the accession of Hants, Oxfordshire and Wiltshire. The development group set up

* H.M.S.O., 4s. 0d.

by the consortium continued its work on the testing of existing equipment and the development of new designs; some of this was sponsored by the Nuffield Foundation. Discussions were held with firms on the production of new items of equipment to performance standards drawn up by the development group. The possibility of establishing a second science equipment consortium was discussed further with local education authorities in the North of England.

Publications

71. Six new Building Bulletins were published in the year. *Playing Fields and Hard Surface Areas** contained advice about the layout, construction and maintenance of playing areas. *Harris College, Preston*† gave a detailed description of the construction of new accommodation and the remodelling of existing accommodation in this college of further education. *Secondary School Design: Drama and Music*‡ and *Secondary School Design: Workshop Crafts*§ were two further studies into the building design implications of current trends in the development of secondary education. *New Problems in School Design: Additions for the Fifth Form*|| and *New Problems in School Design: Middle Schools: Implications of Transfer at* 12 *or* 13 *years*** were the first of a proposed series of design studies intended to offer guidance to local education authorities in the planning of their school building programmes for the years 1968–71.

* H.M.S.O., 12s. 6d.
† H.M.S.O., 14s. 0d.
‡ H.M.S.O., 8s. 6d.
§ H.M.S.O., 6s. 0d.
|| H.M.S.O., 6s. 6d.
** H.M.S.O., 16s. 0d.

2. General

a. Educational Research

72. A sum of £330,647 was committed during the year in support of 34 research projects. These are listed in Appendix I. The total commitment for the 134 projects current at the end of the year was £1,600,000. About 15 projects supported by the Department were completed during the year, and are listed in Appendix H. Expenditure during the year exceeded £430,000, which includes £105,000 spent on projects commissioned for the Schools Council (Section I, para. 58), £4,500 for the Committee on Research and Development in Modern Languages (para. 82), and £38,000 in support of the work of the Central Advisory Councils (Section I, para. 92).

73. In addition to the listed new commitments a sum of £36,500 has been earmarked for research to support the work of the Public Schools Commission (Section I, para. 52).

74. The pattern of deployment of research funds has changed significantly since the present scheme was introduced in 1962. At that time the Ministry of Education was conscious of a need to stimulate educational research over a broad field, and awarded grants for a wide range of projects. Lately, the Department has directed its support towards research that is closely related to its own responsibilities and functions. This trend has coincided with the growth of alternative sources of financial support, notably with the establishment in 1965 of the Social Science Research Council (para. 85). In October 1966 Dr. A. H. Halsey, Head of the Department of Social and Administrative Studies, Oxford University, was appointed a part-time research consultant to the Department.

75. Summaries are given below of some of the projects approved during the year, to illustrate the range of research currently supported.

76. *Transition from school to higher education.* A study of the factors influencing fifth and sixth form pupils in their choice of higher education is being undertaken in the Department of Mathematics, University of Essex, supported by a grant of £25,500. Questionnaires will be addressed to senior pupils and head teachers of a representative sample of secondary schools, and a similar enquiry will be undertaken in some colleges of further education. A related sample of schools will form the basis of a broader enquiry into the attitudes of pupils and others to sixth form studies, undertaken by the Government Social Survey on behalf of the Schools Council. The Department and the Schools Council are supporting jointly a study of supplementary predictive tests intended to assist the selection of candidates for university entrance. The project is supervised by a directorate appointed by the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom.

77. *Special Services.* A study of the basic learning processes of epileptic children is to be carried out at the Park Hospital, Oxford under the supervision of Dr. C. Ounsted (medical director) and Mr. S. J. Hutt (scientific director) The work is supported by a grant to the Institute of Experimental Psychology,

University of Oxford, awarded jointly by the Wolfson Foundation (£27,500), the Ministry of Labour (£5,000) and the Department (£22,500). The Institute of Psychiatry, University of London, is to review and compare the various methods used in teaching psychotic (autistic) children. This project also receives joint support, the cost being shared between the Gulbenkian Foundation (£3,000) and the Department (£3,225).

78. *Further Education.* The Institute of Chartered Accountants has undertaken a study of the content of courses at the level of the Ordinary National Certificate for those whose work involves handling and presenting financial information, and who need to understand the principles and practice of accountancy but are not specialist accountants. The National Examinations Board in Supervisory Studies has been awarded a grant of £15,000 to review the methods used in colleges and in industry to identify and define the functions of supervisory staff in various industrial occupations as a basis for devising appropriate courses of training.

79. *Educational planning and economics.* The Research Centre of King's College Cambridge has been awarded £15,000 for research on a quantitative model of the educational system, based on a flow matrix approach. The model should enable calculations to be made of the effect on various parts of the educational system of expected demographic changes and stated changes in demand for education. The work will complement the development of a statistical model of the educational system which is being undertaken jointly by the Unit for Economic and Statistical Studies in Higher Education at the London School of Economics and the Planning Branch of the Department. A grant of £6,300 has been made to the Institute of Education, University of London, for a study of productivity trends in primary and secondary education. The purpose of the study is to assist educational planning by providing a particular measure (an economic one) of the efficacy with which some specific educational goals are achieved.

80. *Teacher training.* The University of London Institute of Education is to enquire, at a cost of £17,100, into the relation between academic education and professional training of students at colleges of education. The enquiry is timely in view of the influence of recent developments on the balance between various elements of college training, notably the introduction of the three year training period, the rapid expansion of the colleges, and the introduction of B.Ed. syllabuses.

National Foundation for Educational Research

81. The Department has continued to make use of the Foundation's services and to seek its advice on matters related to the conduct of educational research. The Department's contribution in support of the Foundation's general expenditure was increased to £25,000. A similar sum was paid for the work of the Foundation's Examinations and Tests Research Unit in establishing national standards in examinations for the Certificate of Secondary Education. Further grants were paid for specific research projects undertaken for the Department and the Schools Council.

Modern Languages

82. The Committee on Research and Development in Modern Languages has established four sub-committees to consider: fundamental research; the

training of adults in modern languages; teaching methods, materials and aids; and English as a second language. A study has been made of the standards of language skill needed by industry for different purposes and the lengths of courses needed to achieve these standards. A description of criteria for the evaluation of teaching materials has been drawn up in draft and a small pilot project to test these criteria was being carried out at the end of the year. A proposal has also been worked out for a school for the intensive teaching of Chinese to pre-university students and people in the public service.

83. Early in the year the Secretary of State for Education and Science and the Secretary of State for Scotland accepted the recommendation of the Committee referred to the 1965 Report* to establish a central organisation to provide information about all aspects of modern languages and the teaching of those languages. Now established, the Centre for Information on Language Teaching, State House, High Holborn, London, W.C.1 began work towards the end of the year. The Centre will maintain a research register, will operate a library and a small audio-visual unit and intends to issue a regular series of publications.

84. At the request of the Committee the Nuffield Foundation has awarded a grant of £19,000 for the production of a language laboratory course in Italian, to be undertaken under the auspices of the Society for Italian Studies. Research grants awarded by the Department at the invitation of the Committee are listed in Appendix I.

Social Science Research Council

85. The Social Science Research Council has appointed an Educational Research Board under the chairmanship of Lord James of Rusholme to advise the Council on its programme of support for educational research workers. The Department is represented on the Board by an assessor. One of the Board's first tasks is to consider the relationship between the various bodies responsible for the sponsorship of educational research.

Local Government Reorganisation

86. The announcement in the spring of the Government's decision to set up a Royal Commission on Local Government in England, brought to an end the reviews of the Local Government Commission, but proposals of the Commission for boundary changes which had already been made public continued to be considered and implemented. During the year no new local education authorities were established, but Orders under the Local Government Act, 1958 were presented to Parliament which were designed to establish at future dates new local education authorities in the Torbay area; at Tees-side, based on Middlesbrough and parts of the areas of North Riding and County Durham; and in the Hartlepool area by the amalgamation of West Hartlepool with the borough of Hartlepool. Other Orders provided for the enlargement of a number of county boroughs and changes in county boundaries.

87. A short Bill introduced in the House of Commons in the autumn to wind up the Local Government Commission also included provision implementing the Government's undertaking to repeal section 30(6) of the London Government Act 1963, and to confirm the I.L.E.A. as the local education authority for the Inner London area. The Bill was still before Parliament at the end of the year.

* *Education in* 1965, Section V, paragraph 80.

88. The Department submitted written evidence to the Royal Commission on Local Government in the autumn in two parts. The first described the educational system and the present arrangements for its administration; the second recorded the Department's views on the present arrangements and made recommendations for changes.

b. Teaching Aids and Media

Conferences

89. The increasing interest of teachers at all levels of education in teaching aids and media was reflected in four major conferences; the National Programmed Learning Conference at Loughborough College of Education, organised by the Association of Programmed Learning; the B.B.C. and University of Sussex joint conference on educational television and radio, held in Sussex; the N.U.T. Conference in London on " The School of the Future "; and the annual conference and exhibition of the National Committee for Audio-Visual Aids in Education, at Whitelands College of Education. The Department and H.M. Inspectorate were represented at these conferences and the Secretary of State spoke at two of them.

90. In addition to the Whitelands Conference, the National Committee also organised three regional conferences during the year, at Liverpool, Bristol and Dudley.

Reports

91. The report of the Brynmor Jones committee on audio-visual aids in higher scientific education, which was published late in 1965*, was under consideration during the year by the Department, the Scottish Education Department and the U.G.C.

92. An edited transcript of the B.B.C./University of Sussex Conference was published late in the year. This emphasised the need for the closest co-operation at all levels between national and local television systems, and for research to go hand in hand with the advance of techniques.

93. The experimental development unit of the Educational Foundation for Visual Aids, which is grant-aided by the Department, published a report on 8 mm. film in education, and shorter " occasional papers " on the use of audio-visual aids in colleges of education, principles of reprography, still photography and an annotated list of language laboratories. The National Committee also produced a catalogue and report on the educational films with which it had been associated during the twenty years of its existence.

94. The Nine Universities Research Unit produced a report on university inter-communication, which stressed the need for universities to exchange teaching material, and foresaw the widespread recording of such material by university closed circuit television installations to help meet this need.

Programmed Learning

95. The National Centre for Programmed Learning, established at the University of Birmingham Department of Education in 1965, built up during its first full year of activity an advisory and information service and published

* See *Education in* 1965, Section V, paras. 83/4.

regular articles on a variety of programmed learning topics, including evaluations of teaching machines, and commentaries on researches carried out by the research unit at Birmingham. Full accounts of these researches were published separately by the Centre, which also produced two lists of available programmes.

96. Staff from the Centre participated as lecturers at many conferences and courses and helped to organise programme learning activities in a number of local education authority areas. Close relationships were established with corresponding bodies in Commonwealth and foreign countries. The Centre also arranged courses of its own and in September started the first one-year course leading to a diploma in programmed learning. This course is intended for experienced teachers and lecturers who may thus equip themselves for positions in colleges of education and advisory work with local education authorities.

97. Short and one-term courses were again arranged at some institutes of education, colleges of education and colleges of technology, designed to help teachers and lecturers to understand the fundamentals of programmed learning and to learn to write programmes.

98. A technical committee of the British Standards Institute was set up in 1965 to prepare standards for teaching machines and programmes. During 1966 agreement was reached on a draft standard for linear teaching machines and programmes, and the committee began to consider the possibilities of standardisation in branching machines and programmes.

Closed Circuit Television

99. This was another very active year. Although Plymouth remained the only local education authority which had linked schools to a central studio, a number of other authorities had formulated plans and made progress towards providing similar services. The I.L.E.A. announced its intention to make a start in 1968 towards providing a service for all the schools in its area, and appointed a director for this purpose. Hull also appointed their director, and Hillingdon, Liverpool, and Essex (Chelmsford) reached varying stages in developing networks. In Plymouth, all the city's schools are being connected to the studio at the college of technology and preparations were complete by the end of the year for regular transmissions to the schools to be started.

100. An example of the interesting experimental work taken further during the year is provided by Mr. Tony Gibson, holder of a Rank fellowship at Goldsmith's College, who is developing the techniques of using small portable closed circuit television equipment. His two-camera studio, costing about £4,500, can be moved from school to school or from room to room within a building. It requires only one technician to operate if the teacher is experienced in teaching with television.

101. An informal gathering of directors of closed circuit television systems which are operating in Great Britain at all levels of education, including the universities, met three times during the year to discuss problems and exchange views.

102. Closed circuit television in colleges of education is dealt with in section II, paragraphs 92–93.

Radio

103. The number of schools in the United Kingdom receiving B.B.C. broadcasts remained at about 32,000. Radiovision series—broadcast programmes for use in conjunction with film strips and teachers' notes prepared in advance by the B.B.C.—again increased in popularity, particularly with the primary schools which often used the film strips also for general teaching purposes. A variation on the method was provided in a new French series " Allons-y " for which the visual material was in the form of cartoon line-drawings.

104. New series of programmes for primary schools included " Poetry Corner " and " Starting Points ", and for secondary schools " Drama Workshop " and " Music Session ".

105. The scope of " Second Start ", the series for women who might return to teaching, was widened in 1966 to cover other forms of social work. The " After School English " course was taken into its second year in co-operation with correspondence tuition organised by the National Extension College. " New Ideas in Secondary Education " informed parents and teachers of the directions in which secondary education is moving, with practical illustrations of what has been achieved. Another interesting new venture was " First Year Russian ", a course devised jointly by the B.B.C. and the University of Essex, for use by evening institute classes. Broadcasts on the Monday of each week were followed up by related evening class work, and the broadcasts were repeated on Fridays. A series of ten-minute programmes on the Russian alphabet were broadcast on B.B.C. 2, to complement this radio series.

Broadcast Television

106. The number of schools in the United Kingdom able to receive school programmes rose quite sharply during the year, probably to about 15,000. Again, the proportion of primary schools following the programmes increased though it remained well below the proportion of secondary schools. The emphasis on children learning by discovery and experience was again prominent and was reflected in such series as " Mathematics Around You ", " Discovering Science ", and " A Year's Journey ", all on B.B.C. television, and " Conflict " and " Preparing a Play " on I.T.V.

107. In further education the " Discovery and Experience " series, " New Approach to Biology " and " Advances in Language Teaching " were all designed to help teachers' understanding of new teaching methods. In I.T.V. an interesting regional series was Westward Television's " Film for the Classroom ", which offered guidance for teachers on films available for classroom use.

108. Adult education showed a further expansion on both B.B.C. and I.T.V. " Say it in Russian ", prepared by the University of Durham and presented by Tyne Tees Television, moved into its second year, as did the B.B.C. series " Medicine Today ", primarily aimed at the medical profession. A start was made in 1966 on re-broadcasting " Parliamo Italiano ", first broadcast in 1963, and a new follow-up French language series was " Suivez La Piste ", also on B.B.C. The above examples from both television and radio illustrate the increasing interest among adult audiences in foreign language learning.

109. The series " Living in Towns " presented by the B.B.C. in co-operation with the Extra-Mural Department of Nottingham University, and " First Steps in Physics ", an A.B.C. Television network production linked with a correspondence course provided by the National Extension College, Cambridge, are further examples of the valuable and now well-established pattern of joint ventures between the broadcasting authorities and educational institutions. Other useful links are the study groups formed in association with radio and television series. There were 600 of these groups in 1966, covering a wide range of adult programmes. Additional to them were the 500 industrial groups set up for a Wednesday afternoon B.B.C. 1 series on industrial affairs, and a similar number of farmers' groups for the series on dairy farming.

The Open University

110. In February a White Paper was published, outlining the Government's scheme for a " University of the Air ", which is now usually referred to as the Open University. The main proposals are as follows:—

(*a*) The Open University would have its own Vice-Chancellor and Governing Body. An administrative centre would be established, but it would work in co-operation with local education authorities, educational bodies and establishments, and the broadcasting organisations.

(*b*) It would offer primarily courses leading to degrees, but professional, technical, refresher and conversion courses would also be included.

(*c*) Courses would be so designed that students would obtain intermediate qualifications. " Credits " would be awarded when a part or stage of a course was completed, and would lead to a nationally recognised qualification.

(*d*) There would be no prescribed entry qualifications. All would be free, under guidance from tutors, to enter for courses, but the final degree qualifications would be of the same standard as that of existing universities.

(*e*) The television programmes would be broadcast for 40 weeks a year during the day, including early morning; in the early evening; and at late night and week-ends.

(*f*) Departmental responsibility for the Open University would rest with the Department of Education and Science, and not the University Grants Committee.

111. At the end of the year, the arrangements for the television and radio programmes which would form part of the structure of the University were being discussed with the broadcasting authorities.

c. Statistics

112. Probably the most noteworthy development during the year was the rapid switch in processing from clerical and punched card methods to the use of computers. This is described in more detail below. A record volume of statistics were prepared for publication in *Statistics of Education*, including a new section on university statistics in Part 3 (in preparation at the end of the year) and extended statistics for the United Kingdom treated as a whole. No new major surveys were launched, but a survey of immigrant children was included as part of the January 1966 count of school children.

113. Statistical support was provided for the Committee on Manpower Resources for Science and Technology, and for its sub-groups concerned with manpower parameters for scientific growth and the flow of candidates in science and technology into higher education. Longer-term planning for the introduction of the system of " individualised data " for students continued (see 1965 Report*).

Use of Computers for Statistics

114. Work went ahead during the year on processing by computer the first survey of the curriculum and deployment of teachers in secondary schools (see 1965 Report†). The 1964–65 survey of school leavers, which was an extended version of earlier surveys, was also processed on the Department's computer instead of on the obsolescent " Deuce " machine as previously; the results will be included in *Statistics of Education*, 1965, Part 3.

115. The annual count of children in schools for January 1966 was handled by computer for the first time, and a selection of key statistics was published in November‡. Preparations were in hand to analyse the further education returns for November 1966 by similar means.

116. Difficulties in correcting and up-dating the Department's central record of teachers have so far precluded the preparation of timely and definitive teacher statistics. But provisional 1964 statistics were published during the year§. These were based on up-to-date records relating to 98½ per cent of the teachers in service. Statistics of teachers' entry, re-entry and wastage, which are particularly susceptible to inaccuracies in the record were not included in the published figures.

d. Automatic Data Processing

The Mechanised Record of Teachers

117. The main concern of the Department's A.D.P. Unit continued to be the mechanised record of teachers. Further steps were taken during the year to eliminate the residual errors and arrears in the contents of the record which had caused difficulties in the preparation of teacher statistics. A main instrument to these ends was the 1966 annual return, by employers, of teachers' service cards; this was well on the way to completion at the end of the year.

118. Detailed arrangements were agreed with the associations concerned for the introduction of a new system for maintaining a computer record of teachers in training. In preparation for the introduction of this system in the autumn of 1967 a pilot scheme involving five establishments was organised at the end of the year.

119. A start was made on the conversion to magnetic tape of the 275,000 clerical records of the " pool of inactive qualified teachers ". This pool consists of teachers not now in service and it is the source from which re-entrants to teaching will be drawn. Plans were developed to maintain on the computer records of part-time teachers. The computer played a large part in

* *Education in* 1965, Section V, para. 101.
† ibid., para. 105.
‡ *Schools, Pupils and Teachers*, Reports on Education No. 32, Department of Education and Science. Free.
§ *Statistics of Education* 1965, Part 2, H.M.S.O., £1 15s. 0d.

starting the pension scheme for teachers' widows and dependants; about 90 per cent of the applications from teachers were processed with the minimum of clerical effort, and letters were printed by the computer for despatch to 43,000 teachers and their employers.

New Computer in Darlington

120. During the year authority was obtained for the acquisition by the Department of a new computer which is to be accommodated in the summer of 1968 in a new building to be erected at Mowden Hall, Darlington. The new computer will ultimately replace the machine now in London. A nucleus of about a dozen programmers was established in Darlington in November.

Joint Working Party on Teachers' Records

121. The working party (see 1965 Report*) submitted its first report which was still under consideration by the local authority associations at the end of the year. The working party continued its work pending decisions on its first report.

e. Library

122. The Library's year was marked by the retirement of Miss P. M. Downie, the Department's Chief Librarian for the past eighteen years. She will be greatly missed by all those to whom she has given assistance during her term of office. Her successor had not been appointed at the time of going to press.

123. The Library's total stock now amounts to over 164,000 books of which over 7,900 were added during the year; 558 periodicals are currently received. The H.M. Inspectors' Library has over 29,600 books, 540 being added during the year; revision of this Library is now nearing completion, after which it is planned to issue a catalogue.

124. Books lent to the Department's staff amounted to over 6,000 during the year; 5,000 books were lent to 65 teachers' short courses and the special collection of children's books was lent out 22 times.

125. Grateful thanks are extended to all those who have presented books and periodicals to the Library—over 2,000 being received during the year.

126. Visitors to the Library have been as numerous and from as far afield as in former years. These included many students of librarianship, studying the bibliography of education.

f. Information Services

127. During 1966 there was a marked increase in the flow of information from the Department to the local education authorities, who mostly took full advantage of offers of material for schools, pupils and parents.

Further and Higher Education

128. Publicity in the further education field was greatly stimulated during the year. In particular the Department's free quarterly journal *On Course* was launched in April, directed towards secondary schools and technical colleges

* *Education in* 1965. Section V, paragraph 108.

(through the local education authorities) and to industry. Its purpose is to make known, both to the providers and the users of the service, current developments in further education. Associated publicity involved the distribution of 120,000 copies of a leaflet for industry, with over 300,000 leaflets for parents and 5,000 posters for display in the schools. In addition, 15,000 copies of a revised edition of the Department's booklet *Further Education for School Leavers* were distributed. By the end of the year the circulation of *On Course* had grown to over 32,000 copies per quarterly issue.

129. Full reference to the launching by the Department of an information and advisory service was made in Section II, paragraphs 13–16. Supporting publicity for the service involved distribution of some 5,000 school notice board posters and 7,000 copies of a guide to colleges and courses, as well as the insertion of a series of advertisements in national Sunday newspapers.

130. A series of six half-hourly discussion programmes was broadcast by the B.B.C. in May and June. Advice and assistance was made available to the Regional Advisory Councils, local authorities and colleges, and material commissioned by the Department included a series of travelling display stands for schools and a one-minute T.V. " filler " film.

131. Advice to senior pupils in secondary schools on where to seek full information about courses in universities, colleges of education and technical colleges was provided in a free booklet " Signposts to Higher Education " published in May. Most local education authorities made the booklet available to individual pupils in senior forms of schools in their areas. Direct grant and independent schools took supplies and altogether over a quarter of a million copies were distributed. Plans are in hand for a reprint in 1967, revised as necessary, for offer to the next age group.

" *Trends in Education* "

132. Publication of a new quarterly journal* to assist communication within the education service and to provide a link between the service and its consumers, was foreshadowed in the 1965 Report.

133. The following were some of the articles that appeared in *Trends* during the year:—

Administration

Growth and Productivity—A discussion on the rising needs of the education service and the share of national resources devoted to it.—January.

The New Degree System—A look at the Council for National Academic Awards.—January.

Training and Education—Consequences for the education service of the activities of the Industrial Training Boards.—October.

Comparative Education

The Relevance of Comparative Education—This article records the growing interest in comparative studies in education and suggests some areas where such studies have special significance.—April.

* H.M.S.O., Quarterly, 3s. 6d.

The Abitur Examination in Germany—A discussion of the German equivalent of our G.C.E. "A" level examination.—April.

Curriculum Topics

At First Hand—A comment on children as creative writers.—January.

The Case for World History—Will there be, over the next decade or so, a shift in emphasis away from teaching English history to teaching world history?—October.

Enquiry and Research

Educational Research Today—The first of a series to explain the results of recent research and development projects in education.—January.

Developments in Programmed Learning—An article describing work being done as part of the University of Birmingham project.—April.

TV in Teacher Training—Closed circuit TV as a means of easing the growing pressure on schools for classroom observation facilities.—July.

General Articles

The Place of the Parent—Have home/school relationships improved fast enough and far enough?—July.

Teamwork in Careers Guidance—A new approach to an urgent problem.—October.

Statistics

A series of articles have appeared in which some of the main educational statistics published by the Department have been interpreted. So far the subjects dealt with are:—education expenditure (January); further education (April); and G.C.E. results (October).

Broadsheets and Leaflets

134. During the year seven further Reports on Education* were issued, on the following topics:—

No. 28. *Further Training for Teachers.*—An account of the wide variety of courses now available to keep teachers abreast of new knowledge and methods in education. (January).

No. 29. *The Schools Council.*—This Report traced the development of the Council since it came into being on 1st October 1964 and described some of its current work. (February).

No. 2 (Revised). *The Technical Colleges.*—This replaced the earlier version published in August 1963, and described the work of the technical colleges. (April).

No. 30. *The Council for National Academic Awards.*—A description of the Council's work in providing degrees of university standard to students in technical and other colleges outside the university system. (June).

No. 5 (Revised). *The Youth Service.*—This Report replaced the one issued in November 1963, and is an account of the roles of both the voluntary bodies and public authorities. (September).

* Free on request to Department of Education & Science, Room 116, Curzon Street, London, W.1.

No. 31. *The Local Education Authorities.*—An account of the growth of the local education authorities and the duties placed upon them by the Education Acts. (October).

No. 32. *Schools, Pupils and Teachers.*—A selection of statistical tables relating to the numbers of pupils, teachers and maintained schools in January 1966. (November).

135. Further titles in the Education Information series of pamphlets* which appeared in 1966 were:—

Studentships for Advanced Postgraduate Study in Arts and Social Studies (Revised, February 1966). Information on postgraduate awards for university graduates and those hoping to graduate in 1966. (February).

Youth Leadership—Qualification and Training. Details of the qualifications required in order to be recognised as a youth leader by the Department and general information on training, employment and salary scales. (June).

Memorandum on Teaching Appointments in England and Wales for the Information of Teachers from Overseas. This was previously entitled O.Q. Memorandum No. 100 and, in the interests of uniformity, has now been included in the Education Information series. (June).

How the work of the Department is Organised. This was produced to meet a growing demand for detailed information on the subject. It provides a branch-by-branch account of how the work is organised. (December).

136. The broadsheet entitled *The Educational System of England and Wales,* first issued in 1964 was revised and reprinted in booklet form in June.*

Teacher Recruitment Publicity

137. The Department continued its publicity campaign to sustain the improvement in the teacher supply position, in particular by encouraging qualified married women teachers to return to teaching, by bringing the career prospects in teaching to the attention of university graduates, and by assisting in the recruitment of mature students for courses in colleges of education. The last was in the form of a pilot campaign in the West Midlands during the autumn. The results were promising; there were 2,435 replies to the advertisements resulting in applications for training, of which about 50 are likely to enter colleges in October 1967 and a similar number are likely to enter at a later date. Further local campaigns are planned for 1967–68 in suitable areas.

Press Office

138. The volume of press enquiries increased substantially during the year. Some 300 press notices were issued in respect of education.

* Free on request to Department of Education & Science, Room 116, Curzon Street, London, W.1.

3. International Relations

Visitors and Overseas Visits

139. The year marked the high point to date in the number of Commonwealth and foreign visitors received at the Department, for many of whom visits to schools and colleges were arranged. They came from every European country and every continent, some individually and some in parties, including the Indian Education Commission, the Newfoundland Royal Commission on Education and Youth, the Ontario Government Commission on Aims and Objectives for Education. Among visitors to Architects and Building Branch were 50 Finnish architects, 20 members of the Swedish Parliament and 42 participants in the eighth International Course on Building organised by the Bouwcentrum, Rotterdam. University professors from Poland, Inspectors of Schools from Nigeria and Malawi, groups of teachers from Japan and Brazil and teachers in training from the Soviet Union, Czechoslovakia and Greece illustrate the variety of the visitors to the Department.

140. Outgoing visits enabled members of H.M. Inspectorate and officers of the Department to study and discuss on the spot other countries' methods of dealing with problems such as educational technology, catering and food technology, adult education, the counselling of parents on educational and vocational choices, social and personal problems of children, sociology in teacher training, the training of medical and biological technicians, and industrial training.

141. A member of H.M. Inspectorate for Further Education spent three months in Australia as the holder of an Australian Visiting Fellowship; another addressed a school building conference in Oslo at the invitation of the Norsk Productivitetsinstitutt on the administration of school building in England and Wales and on the work of the Development Group of the Architects and Building Branch.

a. Other International Co-operation

Council of Europe

142. The Department was represented at both meetings of the Council for Cultural Co-operation, the Senior Officials Committee, the main Committees concerned with Higher Education and Research, General and Technical Education and Out of School Education, the Technical Committee for Film Activities and the Programme and Finance Committee. Specialists nominated by the Department participated in a number of courses, seminars and other meetings organised by member countries to give effect to the C.C.C. programme and in study groups and working parties organised by the Secretariat. Modern language teaching, school examinations, technical and vocational training, public library services, experiments with closed circuit television and educational documentation were among the fields studied.

143. C.C.C. projects undertaken in Britain comprised a five weeks course for 30 European youth leaders organised jointly by the British Council and Ealing Technical College to teach English to beginners, and a study group which discussed the use of audio-visual aids in teacher training.

NATO

144. Under the auspices of the North Atlantic Treaty Organisation the Sixth Biennial Atlantic Study Conference was held in Lisbon in July on the teaching of economics, national and international, in secondary schools. Representatives from 17 countries attended the conference and the United Kingdom delegation was led by Mr. R. M. Marsh, County Education Officer for Hampshire and British member of the Atlantic Treaty Education Committee.

OECD

145. The Department was represented at the three sessions of the Committee for Scientific and Technical Personnel (C.S.T.P.), which has three main activities relevant to educational policy, namely the Education Investment Planning Group (E.I.P.), the Mediterranean Regional Project and the Utilisation of Highly Qualified Manpower. The Department co-operated fully in work arising from these activities and provided the Chairman of the E.I.P. Group.

146. The Department continued to participate in most of the special activities of C.S.T.P., such as the preparation of the forthcoming Handbook for Statistical Needs for Education Investment Planning, the confrontation meeting on the education and utilisation of qualified manpower, the international comparative statistical studies (e.g. migration), and the OECD Statistical Year. The primary importance of C.S.T.P. and of the OECD in general to the Department is their function as an international forum for the exchange of ideas and confrontation of views which contribute to the formulation of national planning and development policies in education.

International Bureau of Education

147. The 29th International Conference on Public Education, organised jointly by the International Bureau of Education (I.B.E.) and UNESCO, met in Geneva in July. The United Kingdom delegation consisted of a member of H.M. Inspectorate, an educational adviser from the Ministry of Overseas Development, the Director of the Scottish Research Council and an officer of the Ministry of Education for Northern Ireland. The special themes discussed were (*a*) the organisation of educational research; and (*b*) teachers abroad. Annual reports on educational developments submitted by member governments were also discussed.

UNESCO

148. The Department nominated assessors to the reconstituted United Kingdom National Commission for UNESCO and its committees and maintained close liaison with officers of the Commission. The Department provided the Secretary to the United Kingdom delegation to a special inter-governmental conference organised by UNESCO and the International Labour Office which drafted a recommendation on the Status of Teachers for submission to the 14th General Conference of UNESCO. An officer of the Department's International Scientific Relations Division joined the United Kingdom delegation to the 14th General Conference of UNESCO in October.

National Council for the Supply of Teachers Overseas

149. The Department nominated assessors to the reconstituted National Council for the Supply of Teachers Overseas, its Standing Committee and other committees. The Council's Journal *Overseas Challenge* was issued by the Department to local education authorities and educational establishments, likewise a new version of the booklet *Why not Teach for a time Overseas.*

Bilateral Mixed Commissions

150. The Department was represented at meetings of the Mixed Commissions set up under Bilateral Cultural Agreements with Belgium, France, Germany, Greece and Norway.

151. Educational exchanges continued under the Anglo-Soviet Cultural Agreement, 1965–67. 18 students from Colleges of Education, Departments of Education and Universities attended a 30-day course in Moscow and Leningrad in the spring and 25 teachers of Russian attended a course of similar duration during the summer holidays. Reciprocal arrangements were made for comparable Russian groups to visit the United Kingdom and 20 Russian teachers of English spent twelve weeks at Holborn College of Law, Languages and Commerce.

United States—United Kingdom Educational Commission

152. 38 Americans spent all or part of the academic year 1965–66 in Britain with a Senior Fulbright award. 102 American graduate students, of whom 16 were spending their second year in this country, held Fulbright scholarships.

153. The 1966–67 programme provides for 35 Senior Fulbright scholars to spend all or part of the academic year in Britain and for 110 Fulbright graduate students, including 20 in their second year, to be here. 123 British graduate students and 101 British Senior scholars were awarded Fulbright travel grants in support of scholarships already received mainly from American institutions of higher learning.

b. Commonwealth Institute

154. Attendance in 1966 exceeded half a million. This included an increasing number of parties of school children of all ages who received instruction during their visit either by their own teachers or by the Institute's staff. Short courses informed students from colleges of education about the resources of the Institute.

155. The extra-mural work of the Institute expanded and audiences estimated at over $\frac{3}{4}$-million attended well over 9,000 lectures given by a panel of Commonwealth lecturers in schools throughout the country. More study courses for sixth formers and college students were arranged and experiments were made with short series of consecutive lectures for sixth formers of individual schools. Conferences for 14–15 year old pupils studying for the Certificate of Secondary Education increased from 10 in 1965 to 18 in 1966.

156. The Art Gallery made an increasing contribution to the educational work of the Institute: temporary exhibitions of painting and sculpture from the Commonwealth included a notable contribution from Malaysia.

157. The loan facilities of the Institute's library were well used.

c. Commonwealth Education Co-operation

Commonwealth Conference on the Education and Training of Technicians

158. As recommended by the Third Commonwealth Education Conference, the Commonwealth Education Liaison Committee organised a Conference on the Education and Training of Technicians. 130 delegates from nearly every Commonwealth country attended the Conference at Huddersfield College of Education (Technical) from 17th to 29th October. The Chief Inspector for Further Education in connection with Industry and Commerce was a member of the organising committee and gave the lead paper at the first plenary session. Three other officers of the Department attended and the closing address was given by the Minister of State, Mr. Goronwy Roberts, M.P. Nine plenary sessions were held at which lead papers were given. Conference members participated in two discussion groups, one dealing broadly with the subjects of the plenary sessions and one with the needs of special areas of technician interest, such as engineering, agriculture, business studies, construction, etc.

159. A report of the conference, containing all the principal addresses and the reports of the working groups will be published, and presented for consideration at the Commonwealth Education Conference planned for Lagos in November 1967.

160. The conference included visits of both technical and cultural interest, a civic reception and other functions. It was generally regarded as both enjoyable and profitable. Indeed, the report should constitute the most comprehensive assembly of material on this vital sector of education and training yet produced.

Commonwealth Bursars

161. The editorial committee set up by the Department to prepare a report on the first five years' working of the Commonwealth Bursary Scheme* completed its work. Their report, entitled *Training Teachers for the Commonwealth*†, was issued jointly with the Ministry of Overseas Development early in November. Its main conclusion was that the Bursary Scheme has been one of the most successful projects of educational co-operation to emerge from the Commonwealth Education Conferences. In addition to improving their knowledge of their subjects, the bursars had during their courses both opportunity and encouragement to think critically about their work at home and to review their objectives; and the tutors in turn gained from the searching appraisal which the bursars made of the British educational system.

d. Interchange of Teachers and other Educational Exchanges

The Commonwealth

162. The League for the Exchange of Commonwealth Teachers arranged 38 exchanges with Australia and New Zealand and 41 with Canada. Exchequer grants totalling almost £25,000 were made to assist teachers with the cost of travel and the higher cost of living. The exchange teachers from the Commonwealth and the United States of America were invited to the annual garden party, which was again graced by the Queen Mother.

* See *Education in* 1965, Section V, paragraph 135.

† Available on request from the Department or the Ministry of Overseas Development.

The United States

163. The British Committee for the Interchange of Teachers arranged 80 exchanges. The British teachers were assisted with cost of living allowances and dependants' allowances by Exchequer grants totalling about £40,000, while their travel costs were assisted by the United States—United Kingdom Educational Commission.

Central Bureau for Educational Visits and Exchanges

164. The growing development of language studies in schools and colleges and the increasing recognition of the value of educational travel have been reflected in the rising demand for the Bureau's services. Their booklets were enlarged to list further opportunities for visits abroad, including vacation courses and working holidays. The Foreign Office, British Council and the British Travel Association distributed the bulk of the 70,000 copies of the survey *Information for Young Visitors to Britain*, which went to many countries.

165. The Bureau conducted a survey of British organisations able to accept voluntary service by young foreigners. Liaison with the French authorities concerned with pupil and student exchanges improved as did documentation of facilities available for Anglo-German exchanges. Contacts were established for increasing educational interchange with the United States of America. Another survey concerned school links; well over 1,000 secondary schools now have links with schools in France and/or Germany, while a smaller number of links exist with schools in other countries, including some in Eastern Europe. Some " class links ", as an alternative to a full school link, were established with France and Germany and in one instance this led to a large exchange of primary school children from Britain with French children learning English.

166. The Bureau continued to administer the language assistants exchange scheme and the graduate teacher interchange. The number of English language assistants placed in schools in France, Germany, Austria, Switzerland, Spain, Italy and Belgium rose to 1,056; the number of foreign assistants placed in schools in England and Wales was 2,109, but this number did not meet in full the demand from British schools (see Appendix D). The number of exchanges negotiated through the teacher interchange scheme with Europe either for a period of one year exchange or one term only was slightly higher than in 1965. A number of school leavers intending to specialise in languages were placed as " junior assistants " in French and German schools and over 200 British students were selected for training and employment as " monitors " in children's holiday colonies in France, Germany and Austria. The Bureau acted as co-sponsor with the French authorities in arranging for 54 British students to receive training at a " stage de moniteurs ". The first British/German monitor training course was established at Osnabrück. The Bureau also helped to select 40 British camp counsellors for summer work in the United States of America.

APPENDIX A

Grants offered in 1966-67 to National Voluntary Youth Organisations under the Social and Physical Training Grant Regulations 1939

Organisation	£
Army Cadet Force Association	2,050
Association for Jewish Youth	3,000
Baptist Union of Great Britain and Northern Ireland (Young Peoples Department)	1,050
Boys' Brigade	6,500
Boys' Clubs of Wales	4,300
Boy Scouts Association	15,600
British Council of Churches (Youth Department)	1,050
British Red Cross Society	2,200
Church Lads' Brigade	2,600
Church of England Youth Council	9,000
Congregational Union of England and Wales (Youth and Children's Department)	2,050
Co-operative Union Ltd. (Education Department)	1,150
Council for Nature	3,300
Council of Social Service for Wales and Monmouthshire (Welsh Standing Conference of National Voluntary Youth Organisations)	800
Dockland Settlements	500
Duke of Edinburgh's Award	12,450
Free Church Federal Council (Youth Department)	350
Girls' Friendly Society	3,600
Girl Guides Association	13,000
Girl Guides Training Centre " Broneiron ", Llandinum	1,550
Girls' Guildry (England)	1,550
Girls' Life Brigade	5,700
Girls Venture Corps	7,250
International Voluntary Service	5,500
Methodist Association of Youth Clubs	7,800
National Association of Boys' Clubs	45,000
National Association of Youth Clubs	55,000
National Council for Catholic Youth Clubs	2,600
National Federation of Young Farmers' Clubs	12,450
National Youth Theatre	5,500
Ocean Youth Club	1,000
Presbyterian Church of England (Committee on Youth)	1,000
Presbyterian Church of Wales	300
Provincial Youth Council of the Church in Wales	1,800
St. John Ambulance Brigade	2,200
Sea Cadet Corps and Girls' Nautical Training Corps	4,400
Training Ship " Foudroyant "	3,100
Welsh Association of Youth Clubs	7,500
Welsh League of Youth	9,350
Young Christian Workers	4,400
Young Men's Christian Association	26,000
Young Women's Christian Association	15,600
Youth Hostels Association	5,500
	£316,600

APPENDIX A—*continued*

SPECIAL GRANTS, 1966–67

Organisation	£
Association of London Housing Estates	250
Christian Teamwork Institute of Education	1,500
Community Service Volunteers	3,000
Conference on Accommodation for Young Visitors to London ...	500
Elfrida Rathbone Association	2,900
Liverpool Youth Organisations Committee	2,250
London Council of Social Service	2,216
Manchester Youth Development Trust	1,750
National Association of Youth Clubs, Birmingham Project	2,500
National Association of Youth Clubs, Bristol Project	500
Notting Hill Social Council	300
Royal Association in Aid of the Deaf and Dumb	1,000
Sail Training Association	1,500
Task Force 1964	5,000
University of Sussex	5,840
University of Swansea	960
Wiltshire Association of Youth Clubs	1,500
	£33,466

APPENDIX B

Grants offered in 1966-67 to National Voluntary Sports Organisations under the Physical Training and Recreation Act, 1937

Organisation	£
British Sports Association for the Disabled	1,600
Central Council of Physical Recreation	396,820
Council of Social Service for Wales and Monmouthshire	1,600
English Folk Dance and Song Society	15,000
National Playing Fields Association	13,000
Physical Education Association of Great Britain and Northern Ireland	1,200
Sports Turf Research Institute	4,000
Welsh Folk Dance Society	150
All England Netball Association	2,600
All England Women's Hockey Association	3,000
All England Women's Lacrosse Association	1,450
Amateur Athletic Association	25,800
Amateur Basket Ball Association	3,875
Amateur Boxing Association	1,125
Amateur Fencing Association	4,200
Amateur Judo Association	700
Amateur Rowing Association	2,750
Amateur Swimming Association	8,500
Amateur Volleyball Association	700
Badminton Association of England	1,800
British Amateur Gymnastic Association	3,000
British Amateur Weight-Lifters Association	1,900
British Canoe Union	3,725
British Cycling Federation	4,225
British Gliding Association	3,000
British Horse Society	2,000
British Judo Association	2,400
British Mountaineering Council	800
British Parachute Association	2,250
British Sub-Aqua Club	3,000
British Water Ski Federation	2,150
Cyclists Touring Club	2,500
English Bowling Association	1,000
English Table Tennis Association	4,500
Football Association	1,250
Grand National Archery Society	750
Hockey Association	3,000
Keep Fit Association of England and Wales	850
Lawn Tennis Association	5,000
Medau Society of Great Britain and Northern Ireland	1,600
National Ski Federation of Great Britain	2,800
Road Time Trials Council	1,000
Squash Rackets Association	2,100
Surf Life Saving Association of Great Britain	2,100
Universities Athletic Union	1,400
Women's Amateur Athletic Association	650
Women's Cricket Association	600
Women's Inter-University Athletic Board	350
Women's League of Health and Beauty	500
Women's Squash Rackets Association	650
Welsh Amateur Basket Ball Association	280

Organisation	£
*Welsh Amateur Swimming Association	1,750
Welsh Badminton Union	120
Welsh Hockey Association	550
Welsh Netball Association	130
Welsh Rugby Football Union	1,750
Welsh Women's Hockey Association	180
Table Tennis Association of Wales	120
Boys' Schools Lawn Tennis Association	150
British Schools Judo Association	300
English Schools Athletic Association	300
English Schools Badminton Association	250
English Schools Basket Ball Association	425
English Schools Cricket Association	400
English Schools Gymnastic Association	75
English Schools Rugby Football Union	475
English Schools Rugby League Association	150
English Schools' Senior Football Association	100
English Schools Swimming Association	350
Girls' Schools Lawn Tennis Association	200
National School Sailing Association	550
Schools Amateur Boxing Association	250
Welsh Schools Football Association	300
Welsh Schools Rugby Union	150
Welsh Secondary Schools Amateur Athletic Association	200
Welsh Secondary Schools Cricket Association	200
Welsh Secondary Schools Rugby Union	150

* Offer not yet taken up.

APPENDIX C

Grants to National Associations under the Further Education (Grant) Regulations, 1959

Organisation	£
British Drama League	4,000
Educational Centres Association	2,100
National Council of Young Men's Christian Associations	3,250
National Federation of Women's Institutes	5,000
National Union of Townswomen's Guilds	4,500
National Institute of Adult Education	2,750
Rural Music Schools	4,500
Workers' Educational Association	2,300
	£28,400

APPENDIX D

(i) Overseas Assistants Serving in England and Wales

	1963	1964	1965	1966
Algerian	—	—	—	—
Austrian	4	15	16	17
Belgian	1	1	2	2
French	1,000	936	1,345	1,546
German	257	292	381	368
Italian	4	9	10	10
Moroccan	—	—	—	6
Spanish	62	65	108	139
Swiss	8	13	24	21
Tunisian	—	—	2	—
	1,336	1,331	1,888	2,109

(ii) Assistants from England and Wales Serving in Europe and North Africa

	1963	1964	1965	1966
Austria	28	24	29	32
Belgium	4	2	3	2
France	630	737	776	757
Germany	172	188	191	217
Italy	6	7	7	10
Spain	12	9	21	30
Switzerland	6	5	8	8
Tunisia	4	8	—	—
	862	980	1,035	1,056

APPENDIX E

Grants to Voluntary Bodies for Educational Services (under the Educational Services and Research Regulations, 1946, Grant Regulations No. 4)

Organisation	Grant made in 1965–66	Grant made or approved in 1966–67
	£	£
British Association for the Advancement of Science	13,265	13,394
British Film Institute	21,780	— *
British Interchange Committee of the English-speaking Union	4,605	4,850
Central Bureau for Educational Visits and Exchanges ...	29,952	34,924
Council for Education in World Citizenship	950	950
Council for National Academic Awards	25,000	20,365
Educational Foundation for Visual Aids and Royal Institution of Great Britain (Films of Sir Lawrence Bragg lectures) ...	1,550	33,000
Educational Foundation for Visual Aids (Film on Air Education)	—	800
League for the Exchange of Commonwealth Teachers ...	3,946	3,700
National Foundation for Educational Research	20,000	25,000
National Foundation for Educational Research (Examinations and Tests Research Unit)...	16,000	20,800
Nursery School Association of Great Britain and Northern Ireland	250	250
†National Council for Diplomas in Art and Design	14,350	Nil
Society for Research into Higher Education	—	2,500

* This sum is now included within the Department's grants in support of the Arts.

† This Council became financially independent in 1966–7.

APPENDIX F

(i) Orders under the Education Acts, etc.

The following table shows the number and description of the Orders made under the Education Acts 1944 to 1964, together with certain other enactments, during the year 1966:—

Description*	England	Wales
Orders under the Education Acts 1944 to 1964:—		
Classification of Voluntary Schools (Section 15)		
Controlled Schools (Primary Schools)	2	—
Aided Schools (Primary Schools)	39	—
(Secondary Schools)	5	—
Revocation of Aided Status (Primary Schools)	7	—
(Secondary Schools)	2	—
Transfer of School to new site (Section 16(1))	92	6
Substitution of School (Section 16(2))	31	1
Management and Government of Schools (Section 17):—		
Instruments of Management (Primary Schools)	100	3
Instruments of Government (Secondary Schools)	36	—
Articles of Government (Secondary Schools)	35	—
School struck off Register or Teacher disqualified (Section 72)	8	—
Prevention of Reverter (School Sites Act 1841) (Section 86(2))	4	—
Acquisition of Land: Compulsory Purchase Orders confirmed† (Section 90)	85	3
Modification of Trust Deed or other Instrument (Section 100(4))	1	—
Certificates of Expenses attributable to displaced pupils (Section 104)	22	1
Revocation of Varying Orders (Section 111)	16	—
Establishment of Joint Education Committees (First Schedule Part II)	2	—
Schemes of Divisional Administration Approved (First Schedule Part III)	2	—
Expenses of enlargement, controlled schools (Section 1, Education Act 1946)	3	—
Division of Schools (Section 2, Education Act 1946)	16	—
Costs of establishing controlled schools (Section 2, Education Act 1953)	1	—
Direction that School be deemed Primary or Secondary (Section 1(2) Education Act 1964)	1	—
Under other Acts:—		
Public Libraries Acts: Bye-Laws confirmed	111	3
Powers relinquished	5	1
Local Government Act 1933: Payment of costs of Public Inquiry	—	1
Science and Technology Act, 1965, Schedule 3, paragraph 1(7)(C)	4	—
TOTAL	630	19

* The Sections referred to are Sections of the Education Act 1944, except where otherwise stated.

† There were 8 Public Inquiries held in England in connection with Compulsory Purchase Orders, and 1 in Wales.

(ii) Orders under the Charities Act, etc.

The following table shows the number and description of the Schemes and Orders under the Charities Act, or otherwise relating to Charitable Trusts, made during the year 1966:—

Description	England	Wales
Orders establishing Schemes	133	7
Other Orders:—		
for the appointment or removal of trustees	101	5
giving authority to sell, exchange or otherwise dispose of land ...	515	42
for the commutation of rent charges or like payments to Foundations	13	—
giving authority to grant building, mining or other leases or to execute agreements for leases or directions thereon, or to surrender or accept the surrender of leases	115	9
approving the purchase of land or the erection or improvement of buildings, or otherwise relating to loans or capital expenditure for the benefit of Foundations	165	3
appointing members of committees of management	6	—
varying Orders	66	5
approving application of income	1	—
authorising additions to Investment Pool	1	—
giving authority to sell, exchange or otherwise dispose of land under the Open Spaces Act 1906	5	—
Certificates under Land Registration Rule 62	1	—
Authorising application of income	1	—
	1,123	71

(iii) Schemes under the Endowed Schools Acts

During the year 1966 the number of Schemes dealt with under the Endowed Schools Acts was as follows*

Issued for publication in draft	0
Finally settled by the Secretary of State and issued for final publication	2
Approved by Her Majesty in Council	4

Three of the four approved Schemes were made under Section 86 of the Education Act 1944, as amended by the Education Act 1946, directing that the Endowed Schools Acts, subject to certain modifications, should apply to the foundations contained in the Schedules thereto. The areas covered by two of these three Schemes are the dioceses of Durham and St. Davids. The third Section 86 Scheme referred in particular to the Erdington (Old) Church of England School in the City and County Borough of Birmingham.

The object of these Section 86 Schemes is to enable the endowments of closed church schools, including the proceeds of sale and leases of the school premises, to be used for the erection, improvement or enlargement of other schools of the same denomination. Schools which are scheduled to close in the development plans of local education authorities are included in the Schemes as well as those schools which are already closed, but, when a school which is still open is included, it is provided that the Scheme shall have no effect on it, other than to transfer the trusteeship, until it is closed.

The fourth approved Scheme concerned Beckett's and Sargeant's Educational Foundation formerly known as the Charity of Dorothy Beckett and Anne Sargeant in the Parish of All Saints, Northampton, in the County Borough of Northampton. The principal object of the Foundation is the provision of a school for girls of the

* The figures relate in each instance to the stage of the proceedings which had been reached by the end of the year.

Parish of All Saints, Northampton. The School of the Foundation has been discontinued and the purpose of the Scheme is to provide for the use of the former school premises and the application of the income of the Foundation. The main provisions of the Scheme include the appointment of a Governing Body with power to use the former school premises for educational purposes of a secular or religious character and to establish a new school; the extension of the benefits of the Foundation to young people of either sex; and the enlargement of the area of benefit from the Parish of All Saints to the County Borough of Northampton. The Governors may apply the income in the provision of educational facilities in the former school premises or in the making of awards to individual beneficiaries and are given power to accumulate funds with a view to the establishment of a new school at a future date.

APPENDIX G

Statutory Instruments made by the Secretary of State during the year

The British Museum (Authorised Repositories) Order 1966 ...	(S.I. 1966/99)
The Charities (Exception of Universities from Registration) Regulations 1966	(S.I. 1966/965)
The Further Education (Local Education Authorities) Amending Regulations 1966	(S.I. 1966/1432)
The General Grants (Pooling Arrangements) Amending Regulations 1966	(S.I. 1966/1088)
The Handicapped Pupils and Special Schools Amending Regulations 1966	(S.I. 1966/1576)
The National Gallery (Lending Outside the United Kingdom) Order 1966	(S.I. 1966/242)
The National Gallery (Lending Outside the United Kingdom No. 2) Order 1966	(S.I. 1966/1524)
The National Insurance (Modification of Teachers Superannuation Acts) Amending Regulations 1966	(S.I. 1966/1192)
The Pensions Increase (College of Domestic Arts of South Wales and Monmouthshire) Regulations 1966	(S.I. 1966/1339)
The Remuneration of Teachers (Further Education Committee) Order 1966	(S.I. 1966/964)
The Remuneration of Teachers (Primary and Secondary Schools) Amending Order 1966	(S.I. 1966/910)
The School Health Service Amending Regulations 1966	(S.I. 1966/72)
The Schools Amending Regulations 1966	(S.I. 1966/1577)
The State Scholarships Amending Regulations 1966	(S.I. 1966/408)
The Teachers Superannuation (Defence Services Schools) Scheme 1966	(S.I. 1966/770)
The Teachers' Superannuation (Family Benefits) Regulations 1966	(S.I. 1966/357)
The Training of Teachers (Grant) Amending Regulations 1966 ...	(S.I. 1966/842)
The Training of Teachers (Local Education Authorities) Amending Regulations 1966	(S.I. 1966/1089)
The University and Other Awards Amending Regulations 1966 ...	(S.I. 1966/985)

APPENDIX H

Research projects supported by the Department and completed during 1966

Mr. F. Worthington: University of Leicester Department of Education	Research into the effects of streaming in secondary schools.
Professor E. S. Page: University of Newcastle Computing Laboratory	Study of the use of computers for constructing school time-tables.
Social Survey (Central Office of Information)	An investigation into parental attitudes towards primary education.
Mr. J. W. B. Douglas: Medical Research Council	Collection of information on I.Q. and height; puberty and economic class and G.C.E. results related to height, I.Q. and puberty ratings.
The Tavistock Institute of Human Relations—Miss I. E. Caspari	A pilot study of the problems of communication in primary schools.
Dr. M. Young: Institute of Community Studies	A study of the relationship between parental attitudes towards education and the school and children's scholastic progress.
Professor C. Gittings: University College, Swansea, Department of Education	Research into the teaching of educationally subnormal children.
Professor J. Tizard: University of London Institute of Education	A study of medical, psychological and social factors contributing to educational retardation.
Professor H. C. Wiltshire: University of Nottingham Department of Adult Education	An assessment of adult educational television programmes in economics.
Retail Trades Education Council—Mr. P. G. Thomas of Mander College, Bedford	A survey of the educational and training needs of the retail trades.
National Foundation for Educational Research	Preparation of a survey of educational research.
Battersea College of Advanced Technology	A study of the needs of student accommodation.
Furniture Industry Research Association...	A study to provide data for the design of selected articles of school equipment.
The Rev. Edwin Cox: Institute of Christian Education	A survey of religious attitudes among sixth form pupils.
Dr. K. Lovell: Leeds University Institute of Education	Visit to the U.S.A. to study team teaching.

APPENDIX I

Research projects commissioned or accepted for grant aid by the Department in 1966

Schools—Organisation

Mr. C. Myers: Local Government Operational Research Unit	Evaluation of existing methods of time-tabling by computer.

Special Services

Dr. M. L. Rutter: Institute of Psychiatry, (Maudsley Hospital), University of London	Assessment of the effect of various teaching programmes on the autistic child (supported jointly with the Gulbenkian Foundation).
Dr. C. Ounsted, Mr. S. J. Hutt: Institute of Experimental Psychology, Oxford (work undertaken at the Park Hospital, Oxford)	Research into the learning problems of epileptic children (supported jointly with the Wolfson Foundation and the Ministry of Labour).

APPENDIX I—*continued*

Further Education

National Examinations Board in Supervisory Studies	A survey of the methods used to identify supervisory requirements as a basis for the development of supervisory studies.
Professor C. H. Dobinson: University of Reading, Department of Education	Teaching of engineering in technical colleges.
Advisory Centre for Education	A study of the problems of enrolment at technical colleges.
Mr. M. Broady: University of Southampton, Department of Adult Education	Relationship between adult education and community development: study during visit to U.S.A.
Mr. R. McNeil: Institute of Chartered Accountants	Study of the appropriate content of non-professional courses in accountancy.

Teacher Training and Supply

Professor J. P. Tuck: University of Newcastle, Department of Education	Contribution to a survey of untrained graduate teachers.
Professor W. R. Niblett: University of London, Institute of Education	Relationships between academic and professional studies in colleges of education.

Higher Education

Committee of Vice-Chancellors and Principals (through the Association of Commonwealth Universities)	Study of supplementary predictive tests for candidates for university entrance (supported jointly with the Schools Council).

Educational Planning, Economics and Finance

Professor R. Stone: King's College, Cambridge	Research on a quantitative model of the educational system.
Mr. A. Little: London School of Economics	Development of a "model" of educational performance.
Dr. M. Blaug: University of London, Institute of Education	Measurement of productivity trends in primary and secondary education.
Professor G. A. Barnard: University of Essex, Department of Mathematics	Factors influencing choice of higher education.

Modern Languages. Projects commissioned for the Committee on Research and Development in Modern Launguages

Professor A. G. Lehmann: University of Reading, Faculty of Letters, Department of French Studies	Teaching of French at post-secondary level.
Mr. H. C. Jones: University of Sussex, Centre for Academic Services	Survey of B.B.C. sound language programmes.
Professor D. Fry: University College, London, Department of Phonetics	Methods of increasing the effectiveness of language laboratory techniques.
Mr. J. S. Jones, H.M.I.: University of Leeds	Feasibility study of the development of teaching materials for pupils in the age range 13–16.
The Modern Languages Association—Mr. H. S. Otter	Preparation of the final report of the research project in the formulation of an alternative G.C.E. "O" level syllabus.
University of London Institute of Education	Pilot enquiry into the teaching of the geography of Asia.

Schools. Projects commissioned for the Schools Council for the Curriculum and Examinations

Professor S. Wiseman: University of Manchester School of Education	Research into the effects of environmental and social factors on educational attainment and school progress.
Mr. J. N. Britton: London University Institute of Education	Development study of the written language of children of secondary school age.
Dr. A. M. Wilkinson: University of Birmingham Institute of Education	A study of oracy among children of secondary school age.

Mr. G. B. Harrison: University of Nottingham Institute of Education	Pilot study of the teaching of applied science and technology in schools.
Schools Council	Research into new major and minor 6th form courses and examinations.
Professor J. Wrigley: Southampton University Department of Education	Contribution towards the preparation of measuring instruments designed to measure the skills acquired by pupils as a result of science teaching to G.C.E. "O" level.
National Foundation for Educational Research	Contribution towards the cost of instruments designed to measure the attitude of pupils towards science teaching.
Committee of Vice-Chancellors and Principals (through the Association of Commonwealth Universities)	Study of supplementary predictive tests for candidates for university entrance (supported jointly with the Department).
Mr. J. J. Eggleston: University of Leicester, School of Education	Study in handicraft with special reference to the R.S.L.A. programme (raising school-leaving age).
Professor Ben Morris: University of Bristol, Institute of Education	Study of home economics with special reference to the R.S.L.A. programme
National Foundation for Educational Research	Three ancillary projects relating to the work of the Examinations and Tests Research Unit, (1) Crossmarking, (2) Wrigley Tests calibration, (3) Item criterion.
Monsieur L. Pauli: Institut de Sciences de l'Education (Geneve)	Formulation and development of evaluation of instruments for use in connection with the Schools Council project on primary mathematics.
Mr. W. K. Lotwick: Trinity College, Carmarthen	Follow-up study of the social attitudes of secondary modern school leavers.
Mr. R. Crossland: University of Manchester, Department of Education	Evaluation of the Nuffield Foundation/Schools Council project in primary science.

Schools—Projects commissioned for the Central Advisory Councils for Education

Dr. M. Young: Institute of Community Studies	A study of the relationship between parental attitudes towards education and the school and children's scholastic progress.

APPENDIX J

Publications

(i) Parliamentary Papers

		£	s.	d.
Command 2922	University of the Air			9
Command 2938	Education in 1965		9	6
Command 2893	Enquiry into the flow of Candidates in Science and Technology in Higher Education		3	0
Command 2883	A Report of a Joint Working Group on Computers for Research		6	6
Command 3006	A Plan for Polytechnics and other Colleges		1	6
Command 3007	Report on Science Policy		3	0
Command 3102	Interim Report of the Working Group on Manpower Parameters for Scientific Growth		3	0
Command 3103	Report on the 1965 Triennial Manpower Survey of Engineers, Technologists, Scientists and Technical Supporting Staff		5	6
Command 3130	Export of Works of Art 1965–66—13th Report ...		3	6

APPENDIX J—*continued*

(ii) Non-Parliamentary

		£ s. d.
Building Bulletins		
No. 26	Secondary School Design: Physical Education ...	5 6
No. 28	Playing Fields and Hard Surface Areas	12 6
No. 29	Harris College, Preston	14 0
No. 30	Drama and Music	8 6
No. 31	Secondary School Design: Workshop Crafts ...	6 0
No. 32	New Problems in School Design: Additions in the 5th Form	6 6
No. 35	New Problems in School Design: Middle Schools ...	16 0
Rules		
16 (Revised)	Recognition as Efficient (Independent Schools) ...	Unpriced
127	Higher National Certificates and Diplomas in Electrical and Electronic Engineering	3
118	Arrangements and Conditions for the Award of National Diplomas in Hotel Keeping and Catering	1 0
123 (2nd amendment) ...	National Certificates and Diplomas in Mining and Higher National Certificates in Mining Surveying...	3
Reports	Management Studies in Technical Colleges. 2nd Report of the United Kingdom Advisory Council on Education for Management 1965	3 0
	The Nutritional Standard of the School Dinner ...	2 0
	Supply and Training of Teachers for Further Education: Report of a Standing Sub-Committee on Teachers for Further Education of the National Advisory Council on the Training and Supply of Teachers	2 6
	Report of the Land Use Study Group. Forestry, Agriculture and the Multiple Use of Rural Land ...	8 0
	Report of the Study Group on the Government of Colleges of Education	3 0
	Lubrication (Tribology) Education and Research. A Report of the present position and industry's needs	6 6
	First Report of the National Advisory Council on Art Education. Correction slip	6
	Report of the Size of Classes and Approval of Further Education Courses	Unpriced
	Committee on Technical College Resources	
	Report on the Advisory Committee on Agricultural Education, 1966	7 6
	Service by Youth. Report of a Committee of the Youth Service Development Council	1 9
	Second Report on the Training of Part-time Youth Leaders and Assistants. Report of the Review Committee of the Youth Service Development Council	1 9
	Scientists and Engineers and Their Choice of Jobs. Report of a survey sponsored by the Department and undertaken by the Government Social Survey...	Unpriced
	Health of the School Child 1964 and 1965	12 6
Education Pamphlet		
No. 49	Health in Education	4 0
No. 50	Progress in Reading	2 0
No. 51	The Commonwealth in Education	5 6
Lists		
No. 70	List of Independent Schools in England and Wales ...	10 0
No. 8	Local Education Authorities, Excepted Districts ...	5 0
No. 172	A Compendium of Teacher Training Courses in England and Wales	7 6
No. 185 Jointly with Min. of Ag. and Fish.	Full-time Agricultural Education in England and Wales	Unpriced
No. 10	Index to Circulars and Administrative Memoranda current on January 1st, 1966...	4 6
No. 69	L.E.A. 1964–65 Secondary Education. Awards to Students. Entries to Colleges of Education ...	5 6

			£ s. d.
Reports on Education (Unpriced)			
No. 28	Further Training for Teachers	January	
No. 29	The Schools Council	February	
No. 2 (Revised)	The Technical Colleges	April	
No. 30	The Council for National Academic Awards	June	
No. 5 (Revised)	The Youth Service	September	
No. 31	The Local Education Authorities	October	
No. 32	Schools, Pupils and Teachers	November	
Un-numbered Reports	Report on the Arts—Partnership and Patronage	May	
	Report on Civil Science	July	
"Trends in Education"			
No. 1	New Degree System. Children's Writing, Computer Personnel, Growth and Productivity, Educational Research—January		3 6
No. 2	The Evolving School, Teachers and Youth Work, Attitudes to Teaching, Programmed Learning, Students Accommodation, The Abitur Examination. —April		3 6
No. 3	Schools and Social Welfare, Children with Nothing, Place of the Parent, English in America, T.V. in Teacher Training—July		3 6
No. 4	World History, Religious Instruction, Careers Guidance, Industrial Training, Russian Education—October		3 6
"On Course"			
No. 1	Quarterly Journal of Education for Industry and Commerce	April	Unpriced
No. 2	Quarterly Journal of Education for Industry and Commerce	June	Unpriced
No. 3	Quarterly Journal of Education for Industry and Commerce	October	Unpriced
Other Publications	Examination in Art Question Papers 1965. Intermediate Examination in Arts and Crafts		8 0
	Europe Day 1966		Unpriced
	Education in 1965. A General Survey		Unpriced
	Project No. 1, Summer 1966		Available on subscription of 15/- per annum
	No. 2, Autumn 1966		
	The Educational System of England and Wales		Unpriced
Jointly with Min. of Technology	Education and Training Requirements for the Electrical and Mechanical Manufacturing Industries		4 6
	Scientific Research in British Universities and Colleges 1965–66:—		
Jointly with British Council	Vol. I.—Physical Education		1 17 6
	Vol. II.—Life Science		2 0 0
	Signposts to Higher Education		Unpriced
	Further Education for School Leavers		Unpriced
	Circulars and Administrative Memoranda issued during period January 1–December 31, 1964—Bound		1 7 6
	Circulars and Administrative Memoranda issued during period January 1–December 31 1965—Bound		1 15 0
Statistics of Education			
	Statistics of Education Part III 1964		12 6
	Statistics of Education 1965 Part I		19 0
	Statistics of Education 1965 Part II		1 15 0
Film Strips			
No. 9	School Meals Series. Washing Up. Lecture Notes		8 0
No. 10	School Meals Series. Washing Up. Use of Sink Unit with Side Racking		8 6

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Examinations Bulletin			
No. 7	The Certificate of Secondary Education:— Experimental Examinations—Mathematics II		4 6
No. 9	As above—Trial Examinations, Home Economics		3 6
No. 10	„ Music		6 6

			£ s. d.
Examinations Bulletins			
No. 11	As above	Trial Examinations, Oral English ...	2 6
No. 12	,,	Multiple Marking of English Compositions	3 0
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No. 1	New Developments in Mathematics Teaching ...		Unpriced
No. 2	French in Primary Schools		Unpriced
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Working Paper			
No. 3	A Programme for Research and Development in English Teaching		3 0
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No. 5	Sixth Form. Curriculum and Examinations... ...		4 0
No. 6	The 1965 C.S.E. Monitoring Experiment:—		
	Part I. General Description and Discussion of Results		3 6
	Part II. Report to the Schools Council by National Foundation for Educational Research		5 6
No. 7	Closer Links between Teachers and Industry and Commerce		3 0
No. 8	French in Primary School		7 6
National Lending Library...	National Lending Library for Science and Technology: N.L.L. Translations Bulletin, Vol. 8, No. 1. January 1966		4 0
	As above—No. 2. February 1966		4 0
	,, No. 3. March 1966		6 6
	,, No. 4. April 1966		4 0
	,, No. 5. May 1966		4 0
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	,, No. 7. July 1966		4 0
	,, No. 9. September 1966		4 0
	,, No. 10. October 1966		4 0
	,, No. 11. November 1966		4 0
	,, No. 12. December 1966		4 0

(iii) **Circulars and Administrative Memoranda** issued to local education authorities and, as appropriate, others concerned with the provision and administration of education facilities.

Circulars		
1/66	Employment and Distribution of Teachers ...	3rd January 1966
2/66	Management Studies in Technical Colleges ...	10th January 1966
3/66	School Meals Service. The Nutritional Standard of School Dinners	21st January 1966
4/66	Awards to Students	7th April 1966 (2s. 6d.)
5/66	Railway Strike	11th February 1966
6/66	Capital Expenditure during 1966–67	21st February 1966
7/66	Courses of Further Training for Teachers in Further Education	3rd March 1966
8/66	A Plan for Polytechnics and other Colleges ...	24th March 1966
9/66 (Jointly with Ministry of Health)	Co-ordination of Education, Health and Welfare Services for Handicapped Children and Young People	31st March 1966
10/66	School Building Programmes. Major and Minor Programmes 1967–68, 1969–70 ...	10th March 1966
2/64 (Amended Appendices A and C)	Provision of Language and Export Courses for Business. Appendices A and C	14th March 1966
11/66	Technical College Resources, Sizes of Classes and Approval of Further Education Courses...	12th April 1966
12/66	Pre-diploma Studies in Art and Design ...	20th April 1966
13/66	School Building Programmes 1968–69	23rd May 1966
14/66	Awards for Postgraduate Studies	2nd June 1966
15/66	The Youth Service	2nd June 1966
16/66	The Training of Part-time Youth Leaders and Assistants	8th June 1966
17/66	The National Insurance Act 1966	29th June 1966

Circulars

18/66	Grants to recognised Students at Teacher Training Establishments	9th September 1966 (2s. 6d.)
11/59 (Revised Appendix)	The Schools and International Affairs	11th October 1966
19/66 (Jointly with Ministry of Land and Natural Resources)	Use of Reservoirs and Gathering Grounds for Recreation	12th September 1966 (1s. 0d.)
20/66	Technical Advice and Inspection—School Meals Service	5th September 1966
21/66	Training of Teachers for Further Education ...	13th September 1966
22/66	Agricultural Education	18th November 1966
295 Amendment No. 5	Education Grants for Service Children... ...	22nd November 1966
23/66 (Jointly with Ministry of Health)	Local Authority Dental Services	1st December 1966
24/66	Relations between Colleges of Education and Schools: Teaching Practice	13th December 1966
25/66	School Meals and Milk	15th December 1966
26/66	School Building Programme	30th December 1966
27/66	Fees for Students from outside the United Kingdom attending full-time and Sandwich courses in Establishments of Further Education	21st December 1966

Welsh Circular

1/66	St. David's Day 1966. The School Library ...	22nd February 1966

Administrative Memoranda

1/66	Forthcoming visits to Commonwealth Countries in the Caribbean area of H.M. the Queen and His Royal Highness the Duke of Edinburgh and to the United States of America and Canada by His Royal Highness the Duke of Edinburgh	19th January 1966
2/66	Revised Agreement between the City and Guilds of London Institute and the Regional Examining Bodies	26th January 1966
3/66	Teachers Superannuation. Actuarial Valuation 1956–61	31st January 1966
4/66	Commonwealth Day	14th March 1966
5/66	Family Pension Benefits for Teachers	20th April 1966
6/66	Visits by Parents to Handicapped Children Boarded away from Home	28th April 1966
7/66	Interchange of Teachers and Assistants with Overseas Countries	6th June 1966
8/66	Information for Applicants for Full-time Advanced Courses in Further Education ...	6th June 1966
9/66	Charges for Industrial Training Provided by Colleges of Further Education	13th June 1966
10/66	Capital Expenditure during 1966–67	23rd June 1966
11/66	Industrial Training Act 1964: Interim Arrangements for Certain Courses	27th June 1966
12/66	Commemoration of 1066	4th July 1966
2/66 (Addendum No. 1)	Revised Agreement between the City and Guilds of London Institute and Regional Examining Boards	10th August 1966
13/66	School Building Programmes and Cost Limits...	2nd August 1966
14/66	Prices and Incomes Standstill	27th September 1966
15/66	One year and One Term Courses of Further Training for Qualified Teachers 1967–68 ...	11th November 1966
16/66	Approval of Courses in Establishments of Further Education	24th November 1966
17/66	Responsibility for Administration of Grants to Teacher Training Students	2nd December 1966

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